DOCUMENT RESUME

ED 447 160 TM 031 977

AUTHOR	Hamilton, R. Newton; Shoemaker, Mary Amanda
TITLE	Assessment Matrix for Classroom Instruction. Teacher's Handbook [and] Trainer's Manual [and] Participant's Materials. AMCI 2000.
INSTITUTION	Northwest Regional Educational Lab., Portland, OR.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	2000-00-00
NOTE	464p.
CONTRACT	S283A50041-99C
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	*Curriculum; Educational Assessment; Evaluation Methods; Intervention; *Matrices; *Student Evaluation; *Teaching Methods

ABSTRACT

The Assessment Matrix for Classroom Instruction (AMCI) is an attempt to combine curriculum alignment, instructional strategies, data analysis, goal setting, and intervention into one package. It is a tool to help teachers determine their effectiveness in teaching to the state and district standards, and was designed to help teachers address questions of: (1) standards and benchmarks; (2) assessment information (3) data interpretation; (4) goals for student performance; (5) strategies for improving instruction; and (6) evaluation. The AMCI is divided into six columns, each of which addresses questions in one of the six areas. This document contains the teacher's guide, teacher trainer's guide, and materials for participants in AMCI training. (SLD)

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ED 447 160

ASSESSMENT MATRIX
for
Classroom Instruction

Teacher's Handbook
Trainer's Manual
Participant's Materials

AMCI 2000

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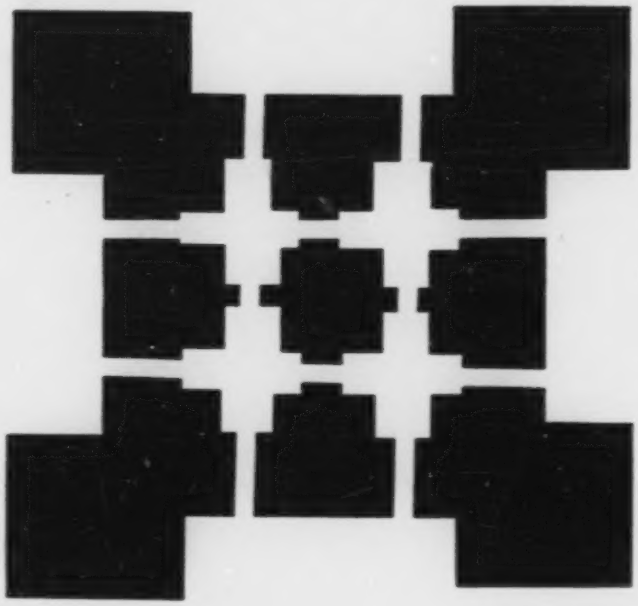
ASSESSMENT MATRIX

for Classroom Instruction



Teacher's
Handbook

AMCI 2000

AMCI

Assessment Matrix for Classroom Instruction

Teacher's Handbook

by

R. Newton Hamilton
and
Mary Amanda Shoemaker

Northwest Regional Educational Laboratory

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OVERVIEW

I. Introduction

As we make our way through new paradigms of standards-based education and assessment, we are drawn into the largely uncharted waters of accountability. Teachers have never been held more accountable for what goes on behind the closed door of the classroom. For many educators, this level of scrutiny can be a very scary reality. Education professionals may view publicized test results and expectations for immediate alignment with state standards as critical and unfriendly. The purpose of the *Assessment Matrix for Classroom Instruction* (AMCI) is to help transform potential stumbling blocks into valuable information for improving instruction, increasing student performance, and supporting effective teaching. Statewide assessment results, when combined with informal classroom assessments, can guide instructional strategies to help ALL students develop the skills necessary for success.

Teachers have never been held more accountable for what goes on behind the closed door of the classroom.

The purpose of the AMCI is to help transform potential stumbling blocks into valuable information for improving instruction, increasing student performance, and supporting effective teaching.

Teaching is more challenging than ever. There are more children in at-risk populations than ever before. Fortunately, teachers responsible for instructing these students have access to more support than ever before. Nonetheless, it is still critical that teachers open their doors and support each other in this most difficult task—the education and preparation of our children for life.

In his 1995 book, *Results*, Mike Schmoker identifies the keys to successful school improvement as teamwork, clear goals, and data analysis. Many of the success stories have to do with narrowing the focus to achieving a manageable number of *measurable* goals, even small ones (p. 50). It is our hope that the AMCI will help teachers put this type of data-driven improvement to use in their own classrooms to increase the quality and effectiveness of instruction. Schmoker stresses that it is important to review simple types of data that are easily accessible. To use data in the classroom, one need not be a statistician, but a person who is interested in applying what can be learned from results.

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The matrix is an attempt to combine curriculum alignment, instructional strategies, data analysis, goal setting, and intervention into one package. In addition to the matrix, we have provided a list of resources for effective assessment and best practices for classroom instruction. We believe that a key to success is to streamline what is being taught to ensure that it is purposeful and appropriate for every student. Our hope is that teachers find this tool useful in planning for the success of ALL their students and, in turn, are better able to realize the high objectives set for them.

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Assessment is the answer to the question, "How can I be sure my students are learning what they need to know?" The critical issue here is

All 50 states now have approved standards, developed by educators, parents, business community members, and students themselves. They are what teachers are held accountable for teaching.

what students *need* to know. This is something that is now determined at state and district levels. The goal for the U.S. Department of Education is that *all students will achieve to high standards*. Each state is required to submit evidence to the U.S. Department of Education that it has put high standards in place. The actual content standards are determined by individual states. All 50 states now have approved standards, developed by educators, parents, business community members, and students themselves. They are *what teachers are held accountable for teaching*. Therefore, it is important for teachers, schools, and school districts to be sure that what is being taught follows a curriculum that is aligned with these standards.

The AMCI is a tool to help teachers determine their effectiveness in teaching to the state and district standards.

The AMCI is a tool to help teachers determine their effectiveness in teaching to the state and district standards and was specifically designed to help teachers address the following important questions:

A. Standard/Benchmarks
What do I want my students to know and be able to do?

B. Assessment Information
What do assessment data do I need to collect?

C. Data Interpretation
How do I make sense of the data?
What do my students know and what can they do now?

D. Goal
Where do I want my students' performance to be and when?

E. Strategies for Improving Instruction
What's working now?
What should I change?
What do I need to do to get them there?

F. Evaluation
How do I know it's working?

II. Using the Matrix

The AMCI is divided into six columns. Each column addresses a number of questions. As a guide, the matrix may contain an outline for a standard and many benchmarks or a standard and a single benchmark. Worksheets accompanying the matrix are designed to be duplicated as needed to accommodate detailed planning and support information. For example, a single folder may contain a copy of the matrix and worksheets listing assessments, interpretations of data, goals, proposed instructional strategies, and evaluative comments, all for one single benchmark, covering an entire school year. We recommend a team approach when using the matrix, although it is designed to work equally well for individuals. The starting point may be at any place in the AMCI, as long as the entire matrix is considered in reviewing data to drive enhanced classroom instruction.

A. Standard/Benchmarks

These areas represent the targets or objectives that the student is expected to achieve. A standard is a final outcome, designed to be achieved prior to graduation. Benchmarks reflect adequate or appropriate progress toward meeting the standard. Benchmarks address the issue of where a child should be at each grade level. Different states have selected different years as their benchmark years, typically the years at which the students are tested. For example, Oregon has benchmarks at third, fifth, eighth, 10th, and 12th grades. These are also the years the Oregon State Assessments are given. Idaho, on the other hand, has recently developed *exiting* standards. These specify what a student should know and be able to do upon graduating from high school. They have not yet set benchmarks for monitoring student progress, although they plan to do so. The other states served by the Region X Comprehensive Center—Washington, Montana, and Wyoming—all have content standards and benchmarks that have been approved by their state's legislature.

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There are two different types of standards frequently included in the standards document. They are content standards and performance standards. Content standards represent what a student should know and be able to do. Performance standards are similar to benchmarks. They represent when students should know and be able to do certain things and at what level of proficiency they should know or do them.

The goal of standards-based education is to allow *all* students to be successful. A student's achievement is measured not in comparison to that of other students, but against the standards and benchmarks. Many states are in transition toward this type of assessment. In Oregon, it is possible for all students to meet the standard. If a state uses norm-referenced testing, there will always be a "high" or "successful" group and a "low" or "unsuccessful" group. Half of the students are above the 50th percentile and half of them are below the 50th percentile.

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It is important to be sure that parents are aware of the state standards and benchmarks used in your district. Be prepared to respond to questions parents may have. (See Addendum, *Parents Ask About Standards*, RMC Research Corp., 1994). It may also be helpful to give parents ideas about what they can do at home to increase their child's progress toward the state standards. At this writing, many school districts are reviewing options for report cards that clearly show demonstrated progress toward state standards and benchmarks.

Students, who really have the most at stake here, should also be made aware of the standards.

If the students know what is expected of them, they can share responsibility to achieve at certain benchmark levels. As assessments become more critical in determining a child's future, it is imperative that students be aware of the standards at all levels.

Students, who really have the most at stake here, should also be made aware of the standards. In all cases it is appropriate to discuss standards with students. If the students know what is expected of them, they can share responsibility to achieve at certain benchmark levels. As assessments become more critical in determining a child's future, it is imperative that students be aware of the standards at all levels.

B. Assessment Information

Assessment has two major functions: to "sort and report" and to "assist and support." The "sort and report" function provides a basis for selection, program funding, and accountability. However, some "sort and report" assessments can also provide data on the overall strengths and weaknesses of a school or class. For example, the Oregon Reading Assessment provides scores relating to word meaning, main idea, inferential comprehension, and other areas. Frequently, gaps in the reading program will show up here. Similarly, the Oregon Multiple Choice Math Assessment is divided into the different strands of the math standards.

We suggest that these informal or authentic data be viewed with a more critical eye. It is important to understand that, in addition to providing evidence of what a student knows and can do, these data hold the keys to how we can improve our instruction to further increase student achievement.

In addition to large-scale assessments, teachers can readily collect other types of data. These data, which "assist and support," may include report cards, attendance records, student surveys, special education summaries, schoolwide materials and many items in a teacher's grade book. We suggest that these informal or authentic data be viewed with a more critical eye. It is important to understand that, in addition to providing evidence of what a student knows and can do, these data hold the keys to how we can improve our instruction to further increase student achievement. Informal assessments used in the classroom on a regular basis are powerful tools. These tools are easily administered and can be used frequently enough to monitor student growth. For younger students, there are several assessments to measure beginning reading skills. For example, a child's sight word vocabulary can be measured by using the High Frequency Word Inventory. Teachers of independent readers may want to employ a Passage Reading Inventory (PRI) or a Retelling to measure student progress in comprehension. (See the Appendix for resources for effective classroom assessment tools.) Many of these are copyrighted, so information has been provided on how they can be ordered or purchased.

In this section of the matrix, teachers list assessment information and other appropriate data to which they have access. The information should be chosen wisely, considering its accessibility and the amount of time it will take to collect. Our primary job as teachers is to teach. We don't want to use too much precious teaching time gathering data. Once data have been collected to measure progress toward a few benchmarks and standards, it will become easier and less time consuming to identify, gather, and evaluate useful information.

C. Data Interpretation

Answering the questions: "What do my students know and what can they do now?" and "How do I make sense of it?" this section is the heart and soul of the AMCI. Teachers learn to look for patterns in both large- and small-scale data. Interpretations of the messages in the numbers come from learning to disaggregate the information and attack the results from many perspectives. Teaming is very effective for this type of investigation. Teachers are encouraged to cooperate with administrative personnel, support personnel, parents, and guardians. Reflection on how the data were collected, as well as why, becomes important in determining the appropriate weight and meaningfulness of the data. It is crucial to strike a balance between the impact of large-scale, standardized assessments and smaller scale, authentic assessment sampling. Strong instructional strategies driven by good data and informed data interpretation is the theme of this section.

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Strong instructional strategies driven by good data and informed data interpretation is the theme of this section.

Accompanying the ACMI are several organizers that can be used for comparing large-scale assessment scores. Looking at class averages gives an overview of achievement, while looking at individual scores allows teachers to identify specific students in need of additional attention. Those students who may have missed something along the way will greatly benefit from a chance to catch up. If teachers focus on individualizing instruction to meet the needs of each student, this information can help increase the student's chance for success. It is important to remember that the goal is the success of *all* students. This section provides an opportunity to identify the barriers to achievement for many students and plan to overcome them.

Interpreting data in this way is a new skill for many teachers. This is where we look more closely at student achievement and see exactly what it is that our students need. We can think of data interpretation as creating a portrait of our class with numbers. There are many different ways to organize classroom data, and the AMCI will work differently in different classrooms according to each teacher's needs. We have provided organizers for looking at data in many different ways.

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D. Goals

It is important to have a sense of where you want to go with your students. The goals set here may be for the next week or they may span an entire school year. It is recommended to use both short-term and long-term goals. Most important, goals need to be realistic and measurable. Being driven by the Data Interpretation section on the AMCI, the goals must be congruent with those interpretations. Whether the data are

Most important, goals need to be realistic and measurable. Being driven by the Data Interpretation section on the AMCI, the goals must be congruent with those interpretations.

collected on an individual student or a group, the goals should be geared toward that individual or group of students. A goal may propose that a certain percentage of the class will meet or exceed the benchmark expectations or it may set the amount of growth desired within an achievement category. In Oregon, for example, if a student has a RIT score of 212, a goal may be to raise that score to 219, even if that still does not meet the benchmark expectations. Likewise, if the data are in the form of percentiles, it may be that the goal for particular students is to move from the 35th percentile to the 40th, even if that is not the "passing" or "proficient" level. Goals, in turn, set the direction for the next, important and practical decisions.

Strategies for Improving Instruction. By taking an up-close look at what our students can and cannot do, we may uncover some areas of instruction that need improvement, or simply a different approach. This is an opportunity for teachers to look closely at what they are doing now, see how it aligns with standards and assessments, and make any changes needed to help streamline and focus their instruction. This process has been referred to as limiting unrelated "random acts of teaching." What is meant by this statement, is that it is important to be sure that each lesson has a specific purpose that is directly related to students meeting a standard or benchmark. This does not mean eliminating "teachable moments," but we cannot stress enough the importance of using instructional time effectively within a standards-based system. In recent research done in states which have had published standards for some time, it was found that teachers did not spend a sufficient amount of instructional time teaching directly to benchmarks and standards (for more information see Marzano, Robert, McREL, 1999).

This is an opportunity for teachers to look closely at what they are doing now, see how it aligns with standards and assessments, and make any changes needed to help streamline and focus their instruction. This process has been referred to as limiting unrelated "random acts of teaching.

Because every teacher's situation differs and every student is different, we will not offer specific suggestions for the type of instructional strategies to be used. Instead, we offer a bibliography of resources for professional development and instructional strategies. The truest test of an effective instructional strategy is in the data showing that it has moved a student closer to the attainment of an identified benchmark or standard.

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E. Evaluation

A variety of approaches may be used to determine if the mark you have set is being reached in the manner anticipated. Strategies which may be employed include peer coaching, student feedback, informal testing, checklists, and formal, standardized district or state assessments. It is important to remember that to recognize and evaluate what is working, outcomes must be in forms that are meaningful and measurable. Many standardized assessments provide information on students' abilities to report knowledge in content areas. This standardized information is collected as a "snapshot in time," which may or may not accurately reflect students' abilities to apply what they have learned. If the state does not provide performance-based assessments that are aligned with the state standards, then consideration must be given to informal classroom testing as a key indicator of progress aligned with benchmarks. Informal evaluation of the effectiveness of teaching

Many standardized assessments provide information on students' abilities to report knowledge in content areas. This standardized information is collected as a "snapshot in time," which may or may not accurately reflect students' abilities to apply what they have learned.

strategies may include the teacher's own observations and judgements. Such practices are dynamic and allow the teacher to monitor and adjust as a lesson proceeds. Research clearly indicates that experienced, more effective teachers make frequent use of this "teach-monitor-modify-teach" strategy.

Informal evaluation of the effectiveness of teaching strategies may include the teacher's own observations and judgements.

Here is where we get to see if our system is *really* aligned. If this is the case, the evaluation that takes place in order to report student progress to the district and families should be the same evaluation that tells us whether or not students have met the goals we have set under the benchmarks and state standards. In other words, the report card is aligned with the standards, which are aligned with assessments, both authentic and standardized.

In most cases, evaluation of student achievement is not aligned with the entire system and we must use several steps to evaluate and report. It is important to weigh processes for evaluating students in respect to the goals that have been set for them, or goals they have set for themselves. Getting a true read on student success will require us to become more demanding and creative in how we evaluate our students' progress, and the impact of our instruction.

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It must be mentioned that the evaluation section of the AMCI is not meant to signal the end of the process. It is simply a checkpoint at which a number of decisions can be made. In most cases the decision will send the teacher back to check for alignment with the benchmark. The evaluation section may encourage another look at the data, or re-evaluation of the goals in light of student performance and the discoveries made when reflecting on the successes or failures of various instructional strategies. If it were physically possible, the *Assessment Matrix for Classroom Instruction* would be printed on a cylinder, large enough to show a new starting point each time the cycle is completed from standard to evaluation.

Conclusion

Much of what is suggested here is already being done to various degrees in many schools. It is our intent to bring all of these pieces together in the classroom to increase student achievement. We know that this is hard work. The AMCI training provides experiences with real data collected in classrooms, and work sessions for teachers to use data from their own classrooms. Grade level or content area does not restrict the AMCI. It is not a philosophy or program, but a tool for teachers, to help them organize and think about important information as they plan for meaningful, focused instruction, to help prepare their students for life.

Standard:

Benchmarks	**Assessment Information**	**Data Interpretation**	**Goal**	**Strategies for Improving Instruction**	**Evaluation**
What do I want my students to know and be able to do?	*What do I need to collect?*	*What can my students do now? How do I make sense of it?*	*Where do I want my students to be and when?*	*What's working now? What should I change? What do I need to do to get them there?*	*How do I know it's working?*

Standard: ____

____

ASSESSMENT INFORMATION

What assessment data do I need to collect?

What information is available to me now?
What additional assessments do I need to give?

Standard: ____

____

DATA INTERPRETATION

What do my students know and can do now? *How do I make sense of the data?*
Do I want to look at information for my class as a whole, individuals, or both? How will I organize the data to reveal the information I am looking for? What does the data tell me about what my students know and can or cannot do?

Standard: ______________________________

____

GOAL

Where do I want my students to be and when?
Short term goals: Long term goals:

Standard: ____

____

STRATEGIES FOR IMPROVING INSTRUCTION

What's working now? What should I change? What do I need to do to get them there?
Who is in need of additional instruction? **In what areas is my instruction most effective?** **In what areas do I need to make changes?** **What will be the focus of new instructional strategies?** **Which instructional practices will I use? Why?**

Standard: ______________________________

____

EVALUATION

How do I know it's working?
How will I evaluate my students in meeting both long term and short term goals? **What will I do if my students have not met the goals?**

Standard:

Benchmarks	Assessment Information	Data Interpretation	Goal	Strategies for Improving Instruction	Evaluation
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Standard: ____

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EVALUATION

How do I know it's working?
How will I evaluate my students in meeting both long term and short term goals? **What will I do if my students have not met the goals?**

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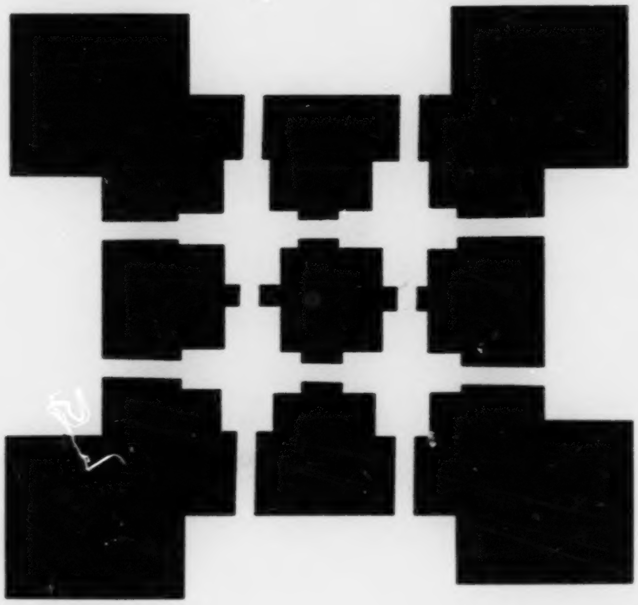
ASSESSMENT MATRIX

for Classroom Instruction



Trainer's
Manual

AMCI 2000

AMCI 2000

Assessment Matrix for Classroom Instruction

Trainer's Manual

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and
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The contents of this publication were developed under Grant No. S283A50041-99C from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement of the contents by the federal government should not be implied.

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Acknowledgments

This process began with the work of the Region X Comprehensive Center's Assessment Committee. Meetings in early 1999 yielded the format and direction which is now the basic matrix. We would like to acknowledge Kim Yap, Robert Martinez, Rita Hale, and Robey Clark, all members of that team who served to inform and inspire the authors.

The collection of materials required to complete this manual was assembled from many sources. In addition to the contributions of the Northwest Regional Educational Laboratory's CC, sources include Reading Success Network from the Southern California CAC; State Department of Education Standards from Oregon, Washington, Wyoming, Montana, Idaho, and Alaska; Critical Issues in Assessment from NCREL; retelling materials courtesy of Jane Braunger; Hillsboro, Oregon, Public Schools; Rock Springs, Wyoming, Public Schools. Sample test results were gathered from the following: SAT 8, NWEA Level Tests, Oregon Statewide Assessment, and Oregon +.

We would like to acknowledge the reviewers who took the time to read through and make comment on the materials. They include Peggy Miles, USDOE, Linda Layfield and staff from AKRAC, Joan Shaughnessey and Inge Aldersebaes from the Northwest Regional Educational Laboratory, and Teresa Anderson, Title I Coordinator, Rock Springs, Wyoming. In addition to the reviewers, we would like to acknowledge staff from the Shoshoni School District in Shoshoni, Wyoming, and the Santiam School District in Santiam, Oregon, for their input as pilot sites.

We offer a special thanks to Marjorie Wolfe from NWREL's CC, who is responsible for the outstanding cover design and overall layout of the manuals, and Catherine Paglin for editing and proofreading. Thanks also to Jennifer Railsback from NWREL's CC for help with the identification of research and resources.

It is our hope that the Assessment Matrix for Classroom Instruction (AMCI 2000) will be a practical, useful tool for school districts and especially for classroom teachers.

R. Newton Hamilton, Training Associate
Mary Amanda Shoemaker, Training Associate
NWREL's CC, Region X
January 2000

OVERVIEW

I. Introduction

As we make our way through new paradigms of standards-based education and assessment, we are drawn into the largely uncharted waters of accountability. Teachers have never been held more accountable for what goes on behind the closed door of the classroom. For many educators, this level of scrutiny can be a very scary reality. Education professionals may view publicized test results and expectations for immediate alignment with state standards as critical and unfriendly. The purpose of the *Assessment Matrix for Classroom Instruction* (AMCI) is to help transform potential stumbling blocks into valuable information for improving instruction, increasing student performance, and supporting effective teaching. Statewide assessment results, when combined with informal classroom assessments, can guide instructional strategies to help ALL students develop the skills necessary for success.

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In his 1995 book, *Results*, Mike Schmoker identifies the keys to successful school improvement as teamwork, clear goals, and data analysis. Many of the success stories have to do with narrowing the focus to achieving a manageable number of *measurable* goals, even small ones (p. 50). It is our hope that the AMCI will help teachers put this type of data-driven improvement to use in their own classrooms to increase the quality and effectiveness of instruction. Schmoker stresses that it is important to review simple types of data that are easily accessible. To use data in the classroom, one need not be a statistician, but a person who is interested in applying what can be learned from results.

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The matrix is an attempt to combine curriculum alignment, instructional strategies, data analysis, goal setting, and intervention into one package. In addition to the matrix, we have provided a list of resources for effective assessment and best practices for classroom instruction. We believe that a key to success is to streamline what is being taught to ensure that it is purposeful and appropriate for every student. Our hope is that teachers find this tool useful in planning for the success of ALL their students and, in turn, are better able to realize the high objectives set for them.

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Assessment is the answer to the question, "How can I be sure my students are learning what they need to know?" The critical issue here is what students *need* to know. This is something that is now determined at state and district levels. The goal for the U.S. Department of Education is that *all students will achieve to high standards.* Each state is required to submit evidence to the U.S. Department of Education that it has put high standards in place. The actual content standards are determined by individual states. All 50 states now have approved standards, developed by educators, parents, business community members, and students themselves. They are *what teachers are held accountable for teaching.* Therefore, it is important for teachers, schools, and school districts to be sure that what is being taught follows a curriculum that is aligned with these standards.

All 50 states now have approved standards, developed by educators, parents, business community members, and students themselves. They are what teachers are held accountable for teaching.

The AMCI is a tool to help teachers determine their effectiveness in teaching to the state and district standards and was specifically designed to help teachers address the following important questions:

The AMCI is a tool to help teachers determine their effectiveness in teaching to the state and district standards.

A. Standard/Benchmarks
What do I want my students to know and be able to do?

B. Assessment Information
What do assessment data do I need to collect?

C. Data Interpretation
How do I make sense of the data?
What do my students know and what can they do now?

D. Goal
Where do I want my students' performance to be and when?

E. Strategies for Improving Instruction
What's working now?
What should I change?
What do I need to do to get them there?

F. Evaluation
How do I know it's working?

II. Using the Matrix

The AMCI is divided into six columns. Each column addresses a number of questions. As a guide, the matrix may contain an outline for a standard and many benchmarks or a standard and a single benchmark. Worksheets accompanying the matrix are designed to be duplicated as needed to accommodate detailed planning and support information. For example, a single folder may contain a copy of the matrix and worksheets listing assessments, interpretations of data, goals, proposed instructional strategies, and evaluative comments, all for one single benchmark, covering an entire school year. We recommend a team approach when using the matrix, although it is designed to work equally well for individuals. The starting point may be at any place in the AMCI, as long as the entire matrix is considered in reviewing data to drive enhanced classroom instruction.

A. Standard/Benchmarks

These areas represent the targets or objectives that the student is expected to achieve. A standard is a final outcome, designed to be achieved prior to graduation. Benchmarks reflect adequate or appropriate progress toward meeting the standard. Benchmarks address the issue of where a child should be at each grade level. Different states have selected different years as their benchmark years, typically the years at which the students are tested. For example, Oregon has benchmarks at third, fifth, eighth, 10th, and 12th grades. These are also the years the Oregon State Assessments are given. Idaho, on the other hand, has recently developed *exiting* standards. These specify what a student should know and be able to do upon graduating from high school. They have not yet set benchmarks for monitoring student progress, although they plan to do so. The other states served by the Region X Comprehensive Center—Washington, Montana, and Wyoming—all have content standards and benchmarks that have been approved by their state's legislature.

A standard is a final outcome, designed to be achieved prior to graduation. Benchmarks reflect adequate or appropriate progress toward meeting the standard.

There are two different types of standards frequently included in the standards document. They are content standards and performance standards. Content standards represent what a student should know and be able to do. Performance standards are similar to benchmarks. They represent when students should know and be able to do certain things and at what level of proficiency they should know or do them.

The goal of standards-based education is to allow *all* students to be successful. A student's achievement is measured not in comparison to that of other students, but against the standards and benchmarks. Many states are in transition toward this type of assessment. In Oregon, it is possible for all students to meet the standard. If a state uses norm-referenced testing, there will always be a "high" or "successful" group and a "low" or "unsuccessful" group. Half of the students are above the 50th percentile and half of them are below the 50th percentile.

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It is important to be sure that parents are aware of the state standards and benchmarks used in your district. Be prepared to respond to questions parents may have. (See Addendum, *Parents Ask About Standards*, RMC Research Corp., 1994). It may also be helpful to give parents ideas about what they can do at home to increase their child's progress toward the state standards. At this writing, many school districts are reviewing options for report cards that clearly show demonstrated progress toward state standards and benchmarks.

It is important to be sure that parents are aware of the state standards and benchmarks used in your district.

Students, who really have the most at stake here, should also be made aware of the standards. In all cases it is appropriate to discuss standards with students. If the students know what is expected of them, they can share responsibility to achieve at certain benchmark levels. As assessments become more critical in determining a child's future, it is imperative that students be aware of the standards at all levels.

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B. Assessment Information

Assessment has two major functions: to "sort and report" and to "assist and support." The "sort and report" function provides a basis for selection, program funding, and accountability. However, some "sort and report" assessments can also provide data on the overall strengths and weaknesses of a school or class. For example, the Oregon Reading Assessment provides scores relating to word meaning, main idea, inferential comprehension, and other areas. Frequently, gaps in the reading program will show up here. Similarly, the Oregon Multiple Choice Math Assessment is divided into the different strands of the math standards.

In addition to large-scale assessments, teachers can readily collect other types of data. These data, which "assist and support," may include report cards, attendance records, student surveys, special education summaries, schoolwide materials and many items in a teacher's grade book. We suggest that these informal or authentic data be viewed with a more critical eye. It is important to understand that, in addition to providing evidence of what a student knows and can do, these data hold the keys to how we can improve our instruction to further increase student achievement. Informal assessments used in the classroom on a regular basis are powerful tools. These tools are easily administered and can be used frequently enough to monitor student growth. For younger students, there are several assessments to measure beginning reading skills. For example, a child's sight word vocabulary can be measured by using the High Frequency Word Inventory. Teachers of independent readers may want to employ a Passage Reading Inventory (PRI) or a Retelling to measure student progress in comprehension. (See the Appendix for resources for effective classroom assessment tools.) Many of these are copyrighted, so information has been provided on how they can be ordered or purchased.

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In this section of the matrix, teachers list assessment information and other appropriate data to which they have access. The information should be chosen wisely, considering its accessibility and the amount of time it will take to collect. Our primary job as teachers is to teach. We don't want to use too much precious teaching time gathering data. Once data have been collected to measure progress toward a few benchmarks and standards, it will become easier and less time consuming to identify, gather, and evaluate useful information.

C. Data Interpretation

Answering the questions: "What do my students know and what can they do now?" and "How do I make sense of it?" this section is the heart and soul of the AMCI. Teachers learn to look for patterns in both large- and small-scale data. Interpretations of the messages in the numbers come from learning to disaggregate the information and attack the results from many perspectives. Teaming is very effective for this type of investigation. Teachers are encouraged to cooperate with administrative personnel, support personnel, parents, and guardians. Reflection on how the data were collected, as well as why, becomes important in determining the appropriate weight and meaningfulness of the data. It is crucial to strike a balance between the impact of large-scale, standardized assessments and smaller scale, authentic assessment sampling. Strong instructional strategies driven by good data and informed data interpretation is the theme of this section.

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Strong instructional strategies driven by good data and informed data interpretation is the theme of this section.

Accompanying the ACMI are several organizers that can be used for comparing large-scale assessment scores. Looking at class averages gives an overview of achievement, while looking at individual scores allows teachers to identify specific students in need of additional attention. Those students who may have missed something along the way will greatly benefit from a chance to catch up. If teachers focus on individualizing instruction to meet the needs of each student, this information can help increase the student's chance for success. It is important to remember that the goal is the success of *all* students. This section provides an opportunity to identify the barriers to achievement for many students and plan to overcome them.

Interpreting data in this way is a new skill for many teachers. This is where we look more closely at student achievement and see exactly what it is that our students need. We can think of data interpretation as creating a portrait of our class with numbers. There are many different ways to organize classroom data, and the AMCI will work differently in different classrooms according to each teacher's needs. We have provided organizers for looking at data in many different ways.

We can think of data interpretation as creating a portrait of our class with numbers.

D. Goals

It is important to have a sense of where you want to go with your students. The goals set here may be for the next week or they may span an entire school year. It is recommended to use both short-term and long-term goals. Most important, goals need to be realistic and measurable. Being driven by the Data Interpretation section on the AMCI, the goals must be congruent with those interpretations. Whether the data are col-

Most important, goals need to be realistic and measurable. Being driven by the Data Interpretation section on the AMCI, the goals must be congruent with those interpretations.

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lected on an individual student or a group, the goals should be geared toward that individual or group of students. A goal may propose that a certain percentage of the class will meet or exceed the benchmark expectations or it may set the amount of growth desired within an achievement category. In Oregon, for example, if a student has a RIT score of 212, a goal may be to raise that score to 219, even if that still does not meet the benchmark expectations. Likewise, if the data are in the form of percentiles, it may be that the goal for particular students is to move from the 35th percentile to the 40th, even if that is not the "passing" or "proficient" level. Goals, in turn, set the direction for the next, important and practical decisions.

Strategies for Improving Instruction. By taking an up-close look at what our students can and cannot do, we may uncover some areas of instruction that need improvement, or simply a different approach. This is an opportunity for teachers to look closely at what they are doing now, see how it aligns with standards and assessments, and make any changes needed to help streamline and focus their instruction. This process has been referred to as limiting unrelated "random acts of teaching." What is meant by this statement, is that it is important to be sure that each lesson has a specific purpose that is directly related to students meeting a standard or benchmark. This does not mean eliminating "teachable moments," but we cannot stress enough the importance of using instructional time effectively within a standards-based system. In recent research done in states which have had published standards for some time, it was found that teachers did not spend a sufficient amount of instructional time teaching directly to benchmarks and standards (for more information see Marzano, Robert, McREL, 1999).

This is an opportunity for teachers to look closely at what they are doing now, see how it aligns with standards and assessments, and make any changes needed to help streamline and focus their instruction. This process has been referred to as limiting unrelated "random acts of teaching.

Because every teacher's situation differs and every student is different, we will not offer specific suggestions for the type of instructional strategies to be used. Instead, we offer a bibliography of resources for professional development and instructional strategies. The truest test of an effective instructional strategy is in the data showing that it has moved a student closer to the attainment of an identified benchmark or standard.

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E. Evaluation

A variety of approaches may be used to determine if the mark you have set is being reached in the manner anticipated. Strategies which may be employed include peer coaching, student feedback, informal testing, checklists, and formal, standardized district or state assessments. It is important to remember that to recognize and evaluate what is working, outcomes must be in forms that are meaningful and measurable. Many standardized assessments provide information on students' abilities to report knowledge in content areas. This standardized information is collected as a "snapshot in time," which may or may not accurately reflect students' abilities to apply what they have learned. If the state does not provide performance-based assessments that are aligned with the state standards, then consideration must be given to informal classroom testing as a key indicator of progress aligned with benchmarks. Informal

Many standardized assessments provide information on students' abilities to report knowledge in content areas. This standardized information is collected as a "snapshot in time," which may or may not accurately reflect students' abilities to apply what they have learned.

evaluation of the effectiveness of teaching strategies may include the teacher's own observations and judgements. Such practices are dynamic and allow the teacher to monitor and adjust as a lesson proceeds. Research clearly indicates that experienced, more effective teachers make frequent use of this "teach-monitor-modify-teach" strategy.

Informal evaluation of the effectiveness of teaching strategies may include the teacher's own observations and judgements.

Here is where we get to see if our system is *really* aligned. If this is the case, the evaluation that takes place in order to report student progress to the district and families should be the same evaluation that tells us whether or not students have met the goals we have set under the benchmarks and state standards. In other words, the report card is aligned with the standards, which are aligned with assessments, both authentic and standardized.

In most cases, evaluation of student achievement is not aligned with the entire system and we must use several steps to evaluate and report. It is important to weigh processes for evaluating students in respect to the goals that have been set for them, or goals they have set for themselves. Getting a true read on student success will require us to become more demanding and creative in how we evaluate our students' progress, and the impact of our instruction.

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It must be mentioned that the evaluation section of the AMCI is not meant to signal the end of the process. It is simply a checkpoint at which a number of decisions can be made. In most cases the decision will send the teacher back to check for alignment with the benchmark. The evaluation section may encourage another look at the data, or re-evaluation of the goals in light of student performance and the discoveries made when reflecting on the successes or failures of various instructional strategies. If it were physically possible, the *Assessment Matrix for Classroom Instruction* would be printed on a cylinder, large enough to show a new starting point each time the cycle is completed from standard to evaluation.

Conclusion

Much of what is suggested here is already being done to various degrees in many schools. It is our intent to bring all of these pieces together in the classroom to increase student achievement. We know that this is hard work. The AMCI training provides experiences with real data collected in classrooms, and work sessions for teachers to use data from their own classrooms. Grade level or content area does not restrict the AMCI. It is not a philosophy or program, but a tool for teachers, to help them organize and think about important information as they plan for meaningful, focused instruction, to help prepare their students for life.

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Recommended AMCI Workshop Objectives

Day 1 (Half Day)

- Become familiar with the structure and intent of the Assessment Matrix for Classroom Instruction
- Demonstrate understanding of the first two content areas of AMCI—standards and benchmarks, assessment information
- Be able to identify useful data to inform classroom instruction

Day 2 (Full Day)

- Develop goals and plan effective classroom instruction through data interpretation following the sequence described in AMCI
- Develop plans to integrate the AMCI into regular planning and instructional routine
- Evaluate the AMCI presentation, materials and activities

Workshop Requirements

Workshop duration

1 to 1.5 hours for AMCI Overview

7 to 10 hours for AMCI Comprehensive Training of Trainers

Equipment/Materials

Microsoft PowerPoint compatible projector, and/or

Overhead projector

Easel, newsprint paper, and felt pens, sticky notes, highlighters

Set(s) of actual classroom data—teachers should bring information that informs about benchmarks to which they teach

Audiences

State, regional, and school district personnel involved in or responsible for classroom instruction, instructional planning, evaluation of instruction, or assessment of student outcomes

Participants should have a working knowledge of state standards and benchmarks, district curriculum, state and district assessments, and instructional strategies

Participants should have the capacity to train others in the use of the AMCI

Instructions to the Presenter

Before the Workshop

Review of Materials

Trainer's Manual

The trainer's manual provides cross-references to the guidebook, instructions for using the PowerPoint presentation, overheads and handouts, and instructions for group activities. The trainer's manual is intended to facilitate training of trainers at the district, state and regional level.

Read the trainer's manual to become familiar with the concepts and topics it presents. Much of the workshop presentation and discussion will be based on material presented in the trainer's manual.

Review the PowerPoint presentation, handouts, and hard copies of transparencies included in the manual. The PowerPoint presentation and the handouts provide the basic structure for the workshop. (Note: the PowerPoint presentation is available in hard copy masters for transparencies, in the event PowerPoint equipment is not available. When using transparencies in lieu of the PowerPoint presentation, the presenter will need to summarize the transparencies indicating audio comments. In addition, the timing of the presentation with transparencies must be adjusted and should be rehearsed before the initial presentation.)

Trainer's Manual Synopsis

The trainer's manual provides background information essential to understanding the purpose of the Assessment Matrix for Classroom Instruction (AMCI). It begins by establishing the rationale for a systematic instructional approach as encouraged by the AMCI and summarizes the standards-based conditions under which all educators must perform and demonstrate progress. The manual then discusses key elements within the AMCI:

- Standards and Benchmarks
- Assessment Information
- Data Interpretation
- Goals
- Strategies for Improving Instruction
- Evaluation

Each element of the AMCI is discussed in a separate section. Each section begins with at least one question, designed to focus inquiry and effort. Further expansion is provided by way of definitions, additional information, and key examples. It is important to review each of these sections carefully to better understand the purpose of the activities built into this presentation.

The trainer's manual ends the discussion of elements with a conclusion and provides a list of resources, a research bibliography, and selected assessment samples.

During the Workshop

General Instructions

The workshop includes presentation, discussion, and seven (7) group activities.

The PowerPoint presentation has 31 slides and should require approximately 25 to 40 minutes, if given as an overview, independent of the activities. Using the transparencies to make the same presentation should take approximately the same time.

Keep your presentation short, simple, and as interactive as possible, allowing participants to raise questions or make comments as the need arises.

Specific Instructions

PowerPoint Overview Presentation Only

This presentation is designed to be self-contained, in that participants will need no additional materials to benefit. It is intended to give the participants an overview of what the AMCI is and how it is structured. It is not designed for in-depth exploration of the topics included; rather it serves to stimulate thought, questions and discussion. Be sure that the projector (PowerPoint compatible or overhead) is set so that text can be seen and read easily from all points in the room. The PowerPoint presentation does rely on sound effects and recorded audio segments. Be sure to test the sound before beginning the presentation.

When ready to begin the presentation, follow the instructions given in the **Presenter's Guide to the PowerPoint Presentation AMCI,** EXACTLY. Specific instructions for change of slides and dialogue are included. Be sure to note if any audience members need any special assistance in order to benefit from the presentation (see Presenter's Guide to the PowerPoint Presentation, p.17).

Copies of the AMCI three-fold pamphlet and other summary material may be given out to support this presentation. At the conclusion of the presentation, gather names and information from individuals who are interested in taking part in comprehensive AMCI training.

AMCI Full Training

Introductions and Opening Presentation. Begin with the appropriate introductions and review the objectives for the workshop as listed in the trainer's manual. Review the agenda for the day, including scheduled breaks. Scheduled breaks may be altered to better suit the needs of the audience. Explain that participants should feel free to comment and/or question freely as the workshop proceeds. From here move to the AMCI PowerPoint presentation.

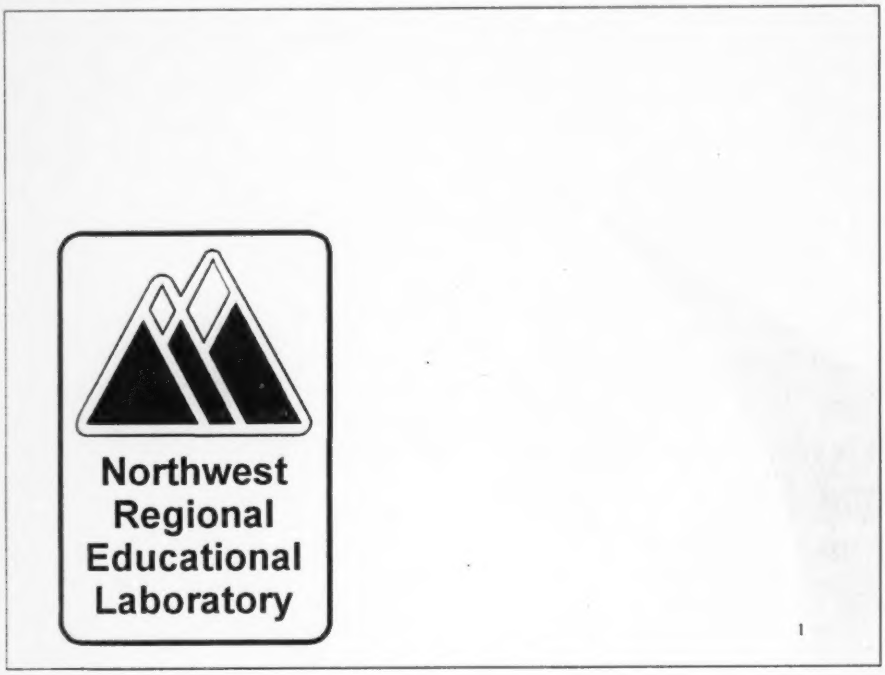
In order to begin the PowerPoint presentation, be sure that the projector (PowerPoint compatible or overhead) is set so that text can be seen and read easily from all points in the room. The PowerPoint presentation does rely on sound effects and recorded audio segments. Be sure to test the sound before beginning the presentation. Remember to follow the instructions given in the **Presenter's Guide to the PowerPoint Presentation AMCI,** EXACTLY. Specific instructions for change of slides and dialogue are included. Be sure to note if any audience members need any special assistance in order to benefit from the presentation (see Presenter's Guide to the PowerPoint Presentation, p.17).

Start the **PowerPoint** presentation.

Work through slides # 1 – #12.

STOP the **PowerPoint** after slide #12.

Slide #12 is titled "**Benchmarks**".



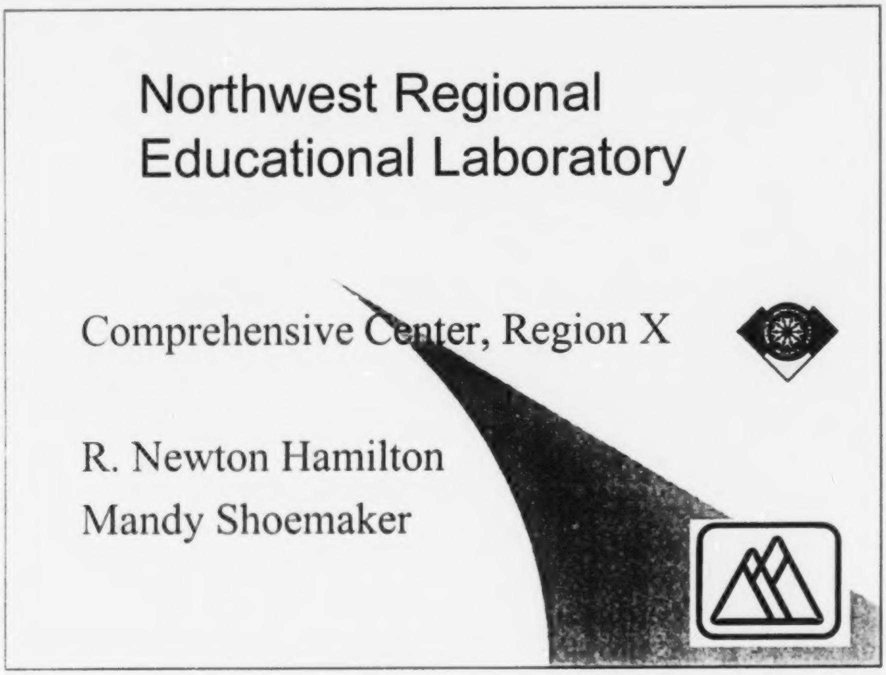
Northwest
Regional
Educational
Laboratory

Opening slide will stay blank until presentation is started.

>Click for logo.

>Click for next slide.

***Presenter's note:** During the presentation be sure to allow people sufficient time to read through the slides. Read aloud what is presented on the slide, where specifically instructed or for emphasis. Remember that the needs of some persons in the audience with disabilities may require that you read everything that appears on the screen aloud.**



Northwest Regional Educational Laboratory

Comprehensive Center, Region X

R. Newton Hamilton
Mandy Shoemaker

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Say, " The Comprehensive Center is part of the Northwest Regional Educational Laboratory. NWREL's Comprehensive Center is one of 15 such centers supported by the federal government."

>Click for text

Say, "These are the authors and trainers from NWREL's CC. Information explaining how to contact them will come at the end of this presentation".

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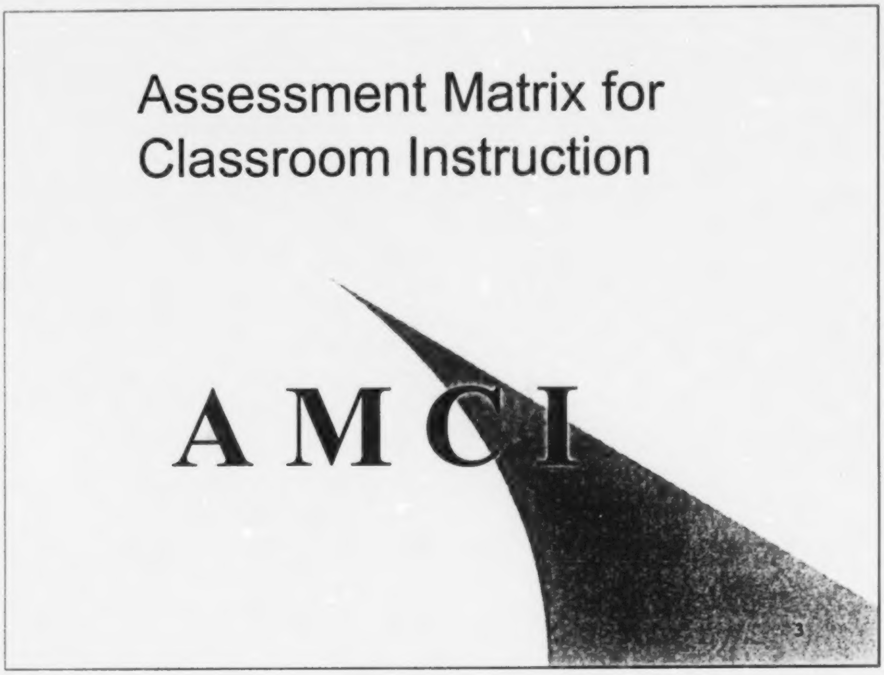

Assessment Matrix for Classroom Instruction

AMCI

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Read aloud, "The Assessment Matrix for Classroom Instruction"

The purpose of the AMCI is to help identify useful pieces of information available to improve instruction, increase student performance, and support effective teaching. Statewide assessment results, when combined with informal classroom assessments, can guide instructional strategies to help ALL students develop the skills necessary for success.

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Reinforce the acronym, "A - M - C - I, The Assessment Matrix for Classroom Instruction"

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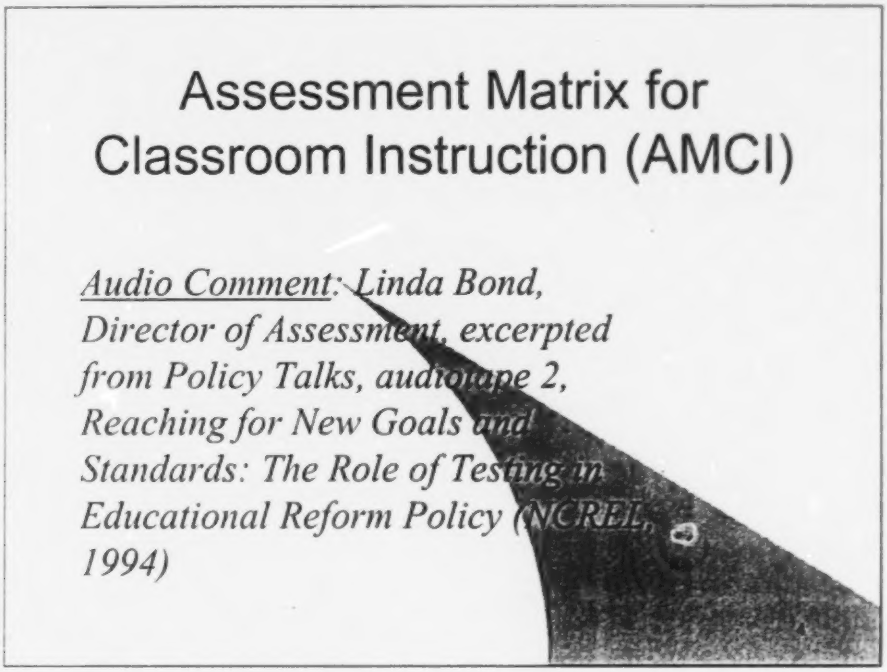

Assessment Matrix for Classroom Instruction (AMCI)

Audio Comment: Linda Bond, Director of Assessment, excerpted from Policy Talks, audiotape 2, Reaching for New Goals and Standards: The Role of Testing in Educational Reform Policy (NCREL, 1994)

>Click for audio segment (approx. 30 seconds)

key points to the audio segment:

- ***"Accountability Movement"***
- ***"Skills for the 21st century"***
- ***"Economic survival for American workers"***
- ***"Motivate schools and students"***

Check to see that people heard and understood the audio comment. If there is any question, then read aloud the key points listed above. Allow for comment or discussion.

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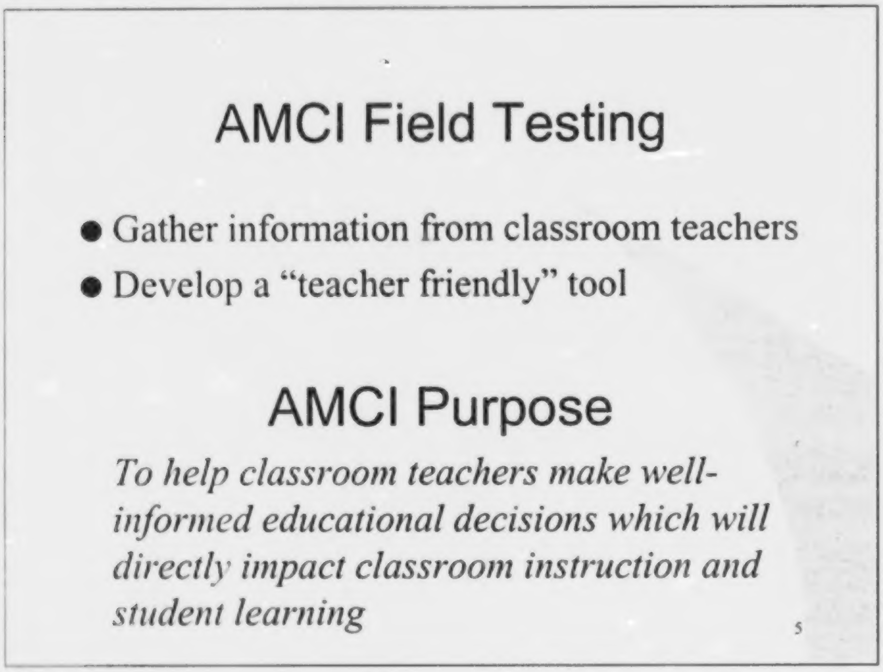

AMCI Field Testing

- Gather information from classroom teachers
- Develop a "teacher friendly" tool

AMCI Purpose

To help classroom teachers make well-informed educational decisions which will directly impact classroom instruction and student learning

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Say, "Information about design, applicability, strengths, weaknesses, and suggestions for improvement will be gathered through field testing which has helped NWREL's CC with the final development of the teacher package. This is what we are asking you to help do".

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Read the purpose, "The purpose of the AMCI is to help classroom teachers make well-informed educational decisions which will directly impact classroom instruction and student learning."

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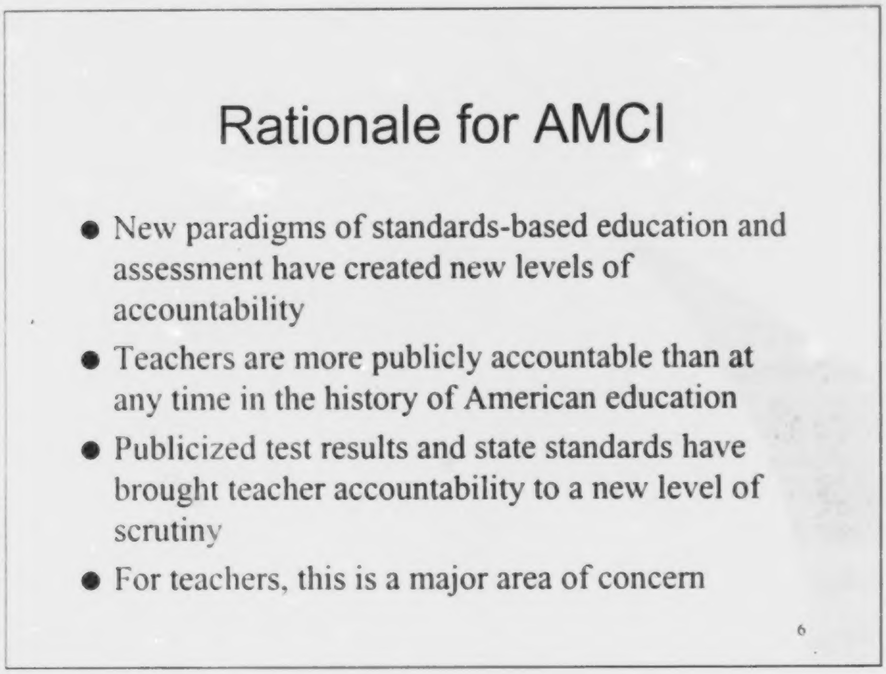

Rationale for AMCI

- New paradigms of standards-based education and assessment have created new levels of accountability
- Teachers are more publicly accountable than at any time in the history of American education
- Publicized test results and state standards have brought teacher accountability to a new level of scrutiny
- For teachers, this is a major area of concern

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Say, "The AMCI is designed to help teachers address academic success in an environment of heightened public inquiry."

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Allow the audience to read the statements, then read aloud, "For teachers, this is a major area of concern."

Then ask, "Is this a fairly accurate summary of where we are today?" Allow time for response and discussion.

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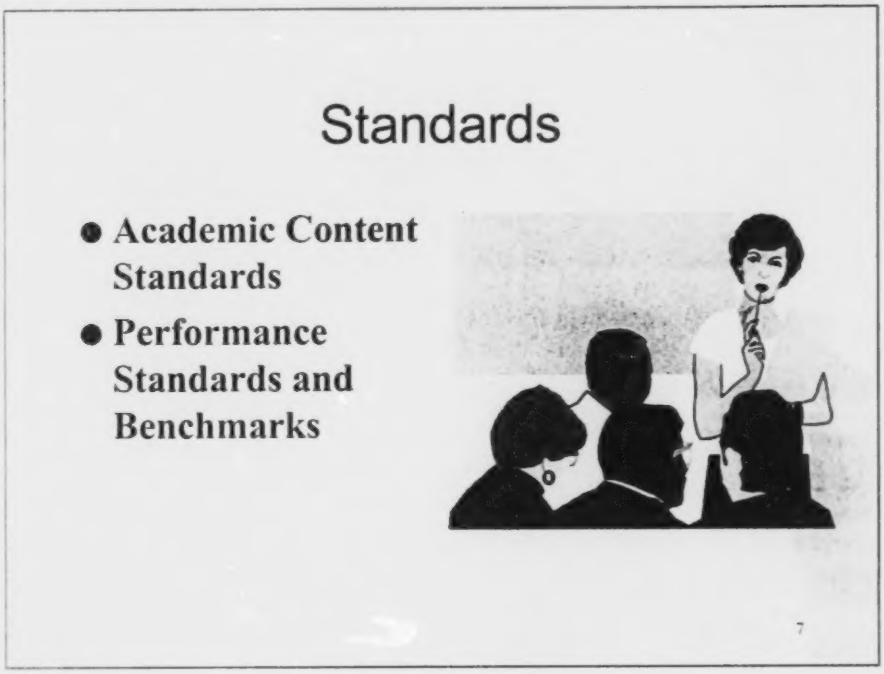

Standards

- **Academic Content Standards**
- **Performance Standards and Benchmarks**

7

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Say, "In developing standards, states have focused primarily on two elements.

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Say, "These elements (Content Knowledge and Performance) can supply us with two very different kinds of information about student achievement. One can tell whether a student is able to provide the accepted correct answer, while the other tells us more about how the student arrived at the answer and how close to application of the expected learning that student is." Allow for discussion.

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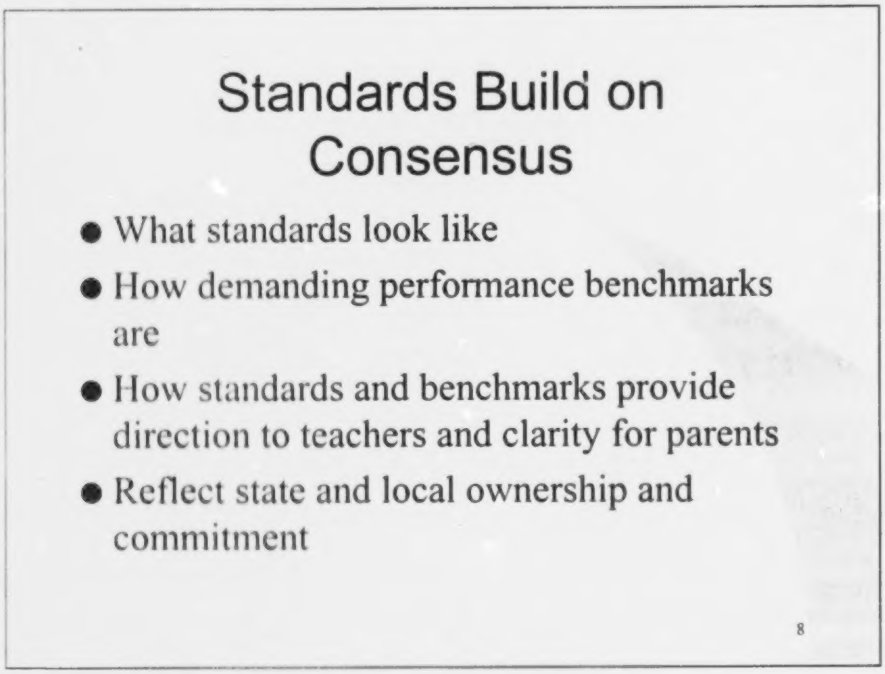

Standards Build on Consensus

- What standards look like
- How demanding performance benchmarks are
- How standards and benchmarks provide direction to teachers and clarity for parents
- Reflect state and local ownership and commitment

Read this definition: "Consensus is a general agreement or accord, which also implies a level of group support."

Say, "The model for development of state standards, in most cases, has involved teams of people who have reached a consensus on the content and format of those standards, as well as accompanying benchmarks. Some of the important considerations they faced in that process include the following:"

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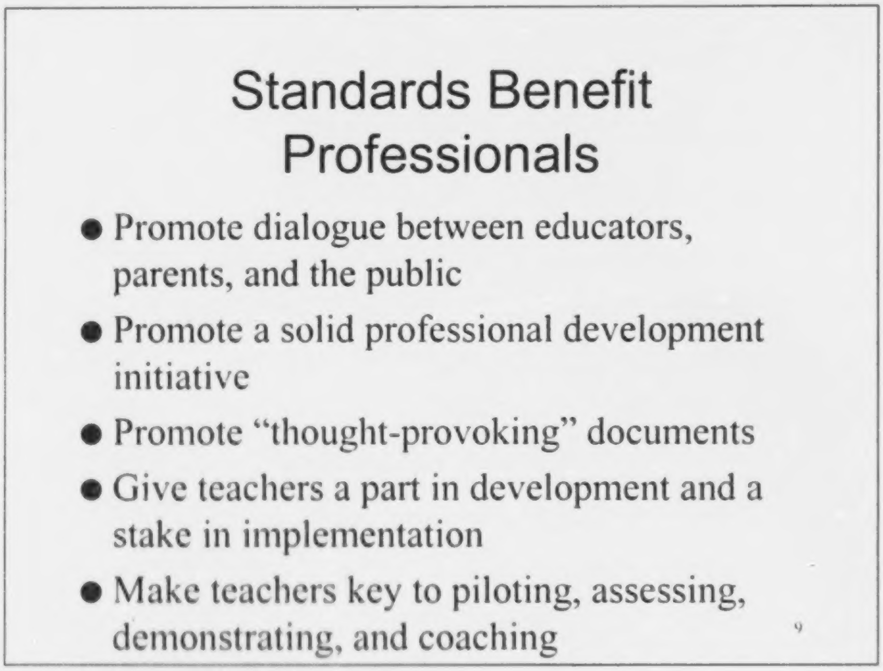

Standards Benefit Professionals

- Promote dialogue between educators, parents, and the public
- Promote a solid professional development initiative
- Promote "thought-provoking" documents
- Give teachers a part in development and a stake in implementation
- Make teachers key to piloting, assessing, demonstrating, and coaching

Say, " With the establishment of state standards, has come some important benefits for professionals. These are some features of the process, and rewarding outcomes.

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Allow time for comments, if volunteered.

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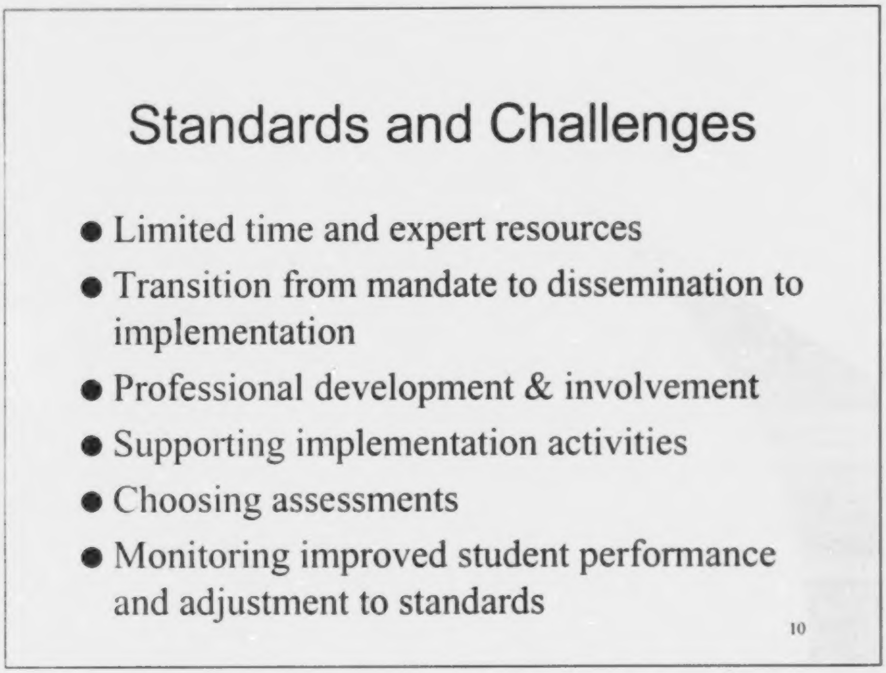

Standards and Challenges

- Limited time and expert resources
- Transition from mandate to dissemination to implementation
- Professional development & involvement
- Supporting implementation activities
- Choosing assessments
- Monitoring improved student performance and adjustment to standards

Say, "But, as we will see, standards also bring along with them certain challenges."

Point to each item on the list of challenges and ask for a show of hands from people facing that challenge. Ask for specific examples of challenges presented by each item. Be prepared to provide examples, if necessary. This will help demonstrate commonalties among the group.

Poll the group to see which challenges seem to be effecting the most people.

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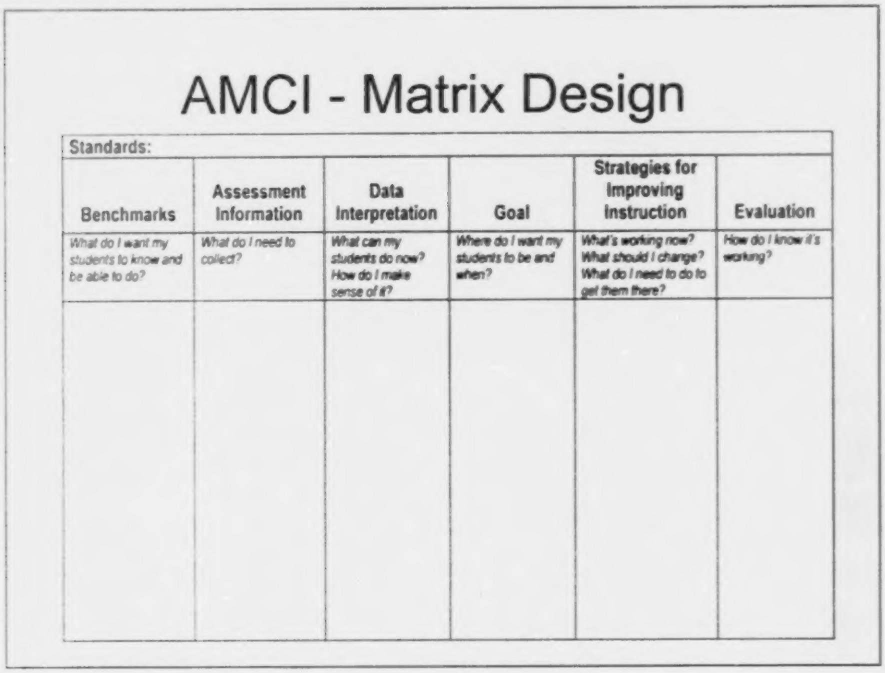

AMCI - Matrix Design

Standards:					
Benchmarks	**Assessment Information**	**Data Interpretation**	**Goal**	**Strategies for Improving Instruction**	**Evaluation**
What do I want my students to know and be able to do?	*What do I need to collect?*	*What can my students do now?* *How do I make sense of it?*	*Where do I want my students to be and when?*	*What's working now?* *What should I change?* *What do I need to do to get them there?*	*How do I know it's working?*

>Click for graphic

This is the AMCI matrix, which is included in the packet. Participants may refer to it through the rest of the presentation.

Say, "Because the standard is the ultimate goal in a given area, the Assessment Matrix is designed with space to insert the standard at the very top of the page."

Point to the area on the slide entitled "Standard".

Say, "Standards are supported by benchmarks, which is the first column on the Assessment Matrix. Each column on the matrix is designed to prompt the teacher with a question or questions and provide space for outline information. So let's take a look at the column entitled Benchmarks."

>Click for next slide

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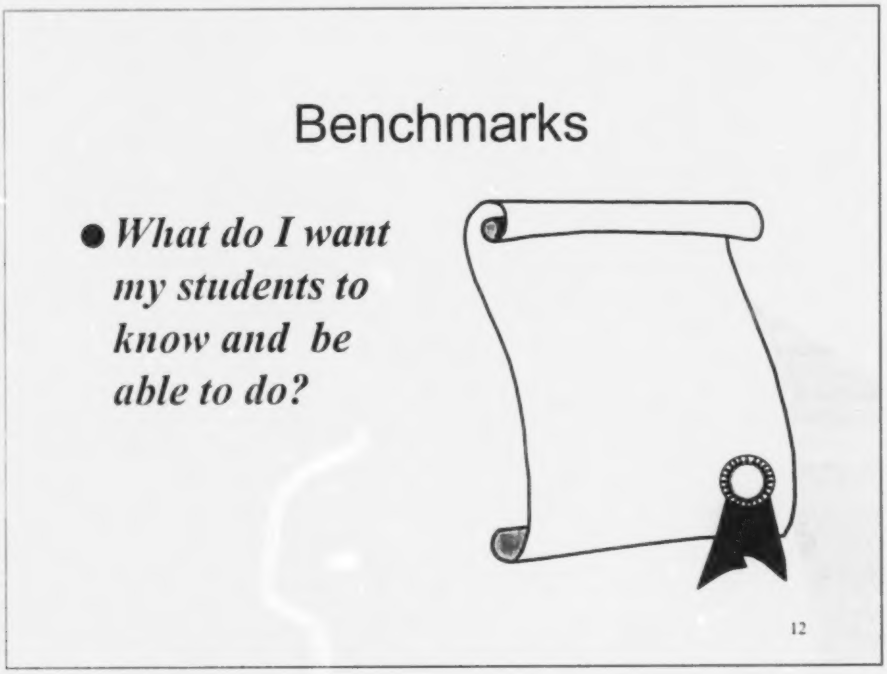

Benchmarks

- ***What do I want my students to know and be able to do?***

Taking a closer look; each area on the matrix responds to key questions.

>Click for text.

Read the question on the slide aloud.

Say, "The answer to this question may be in response to state standards, district frameworks, or school curriculum."

>Start Activity #1

Start Activity #1

Standards and Benchmarks

Group activity to help participants become more familiar with various state standards documents.

Activity 1: Standards and Benchmarks

Purpose:

- To become familiar with various standards documents
- To discuss the strengths and weaknesses of the different forms and benchmark years
- To consider the effect standards have on classroom instruction

Materials: Chart pack, Copies of standards, Standards comparison

Total Time: 40 min.

Time	Steps
5 minutes	1. Introduction • Recap what has been learned so far about standards • Let participants know that it is expected that they will have had varying experiences with standards • Find out from participants what their experiences have been
30 minutes	2. Discussion Groups • Indicate that there is not a "standard" form for standards documents and that in this activity, they will be comparing the standards from our five state region. Our discussion will focus on the standard for reading comprehension in each of the states. • Have participants form groups of four or five. Groups then discuss the differences and similarities in each state and what effect, if any, these may have on instruction and student achievement • Questions for groups to Consider: --What are the ramifications of testing in fourth grade? Third grade? --Should testing begin at an earlier stage? Why or why not?

Time	Steps
	--What are different possibilities if the final benchmark is at the 10th grade? Graduation? --How tied into meeting standards should a high school diploma be? • Have groups share their ideas and record them on chart pack.
5 minutes	Closing the Activity • Ask the participants to consider this question: What do standards mean to you as you plan for instruction? • Have a few participants share answers and ask them to keep this question in their minds as we continue with the training.

Questions for groups to consider:

What are the ramifications of testing in fourth grade? Third grade?

Should testing begin at an earlier stage? Why or why not?

What are different possibilities if the final benchmark is at the 10^{th} grade?

How tied into meeting standards should a high school diploma be?

(Beginning Benchmarks for Northwestern (NW) States

Alaska	Montana	Washington	Oregon	Wyoming	Idaho
Standard: Students read to comprehend, interpret and evaluate literary and informational texts.	Standard: Students will construct meaning as they comprehend and interpret what they read.	Standard: Student will understand the meaning of what is read.	Standard: Student will comprehend a variety of written materials.	Standard: Students read a variety of grade level materials, applying strategies appropriate to various situations.	Standard: Student will read a variety of traditional and electronic materials for information and understanding.
First benchmark at end of 3rd grade: R1.1a Distinguish, reproduce and manipulate the sounds in words. R1.1b Use a combination of the following to read and comprehend text: Knowledge of phonics, alphabet and alphabet principle, pictures and visual cues, sight recognition of high frequency vocabulary words, word structure, language structure, order, grammar, meaning structure, knowledge and content, read left to write. R1.2b Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension. R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. R1.4a Retell or dramatize a story after reading it. R1.5 Identify the main idea of a passage. R1.6 Read and follow simple directions to complete a simple task. R1.7 Distinguish between common forms of text (genres): fiction and non-fiction, prose and poetry, and short story and drama R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction. R1.9 Express own opinions about texts.	First benchmark at end of 4th grade: 1. Make predictions and connections between new material and previous info/experiences. 2. Incorporate new print/nonprint information into existing knowledge to draw conclusions and make application. 3. Respond personally to ideas and feelings generated by reading materials. 4. Demonstrate basic understanding of main ideas and some supporting details. 5. Accurately retell key elements of appropriate reading material.	First benchmark at end of 4th grade: 2.1 Comprehend important details and ideas. - Demonstrate basic comprehension of content of literary information and task oriented texts. - Demonstrate comprehension of main idea and supporting details; summarize ideas in own words. 2.2 Expand comprehension by analyzing, interpreting and synthesizing information and ideas. - Find similarities and differences in stories; understand relationships between parts of a text or between two simple texts - Use logical sequence to accurately retell stories	First benchmark at middle of 3rd grade: Retell, summarize, or identify sequence of events, main ideas, facts and opinions in literary and informative selections. Identify cause and effect relationships and make simple predictions. Analyze and evaluate information and form conclusions.	First benchmark at 4th grade: 4. Students use comprehension strategies to make predictions, identify the main idea and supporting details, compare and contrast, and summarize. 5. Students analyze literature for the elements of a story.	**No benchmark until graduation at this time.**

Final Benchmarks for Northwestern (NW) States

Alaska	Montana	Washington	Oregon	Wyoming	Idaho
Standard: Students read to comprehend, interpret, and evaluate literary and informational texts.	Standard: Students will construct meaning as they comprehend and interpret what they read.	Standard: Student will understand the meaning of what is read.	Standard: Student will comprehend a variety of written materials.	Standard: Students read a variety of grade level materials, applying strategies appropriate to various situations.	Standard: Student will read a variety of traditional and electronic materials for information and understanding.
Final benchmark at end of Grade 12: R4.1 Apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text. R4.4 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. R4.5a identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main idea. R4.5b Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents. R4.6 Read and follow multi-step directions to complete complex tasks. R4.7 Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience. R4.8 Analyze, and evaluate how authors use narrative elements and tone in fiction for specific purposes. F4.9 Express and support assertions with evidence from the text or experience about the effectiveness of a text. R4.10 Analyze and evaluate themes across a variety of texts, using textual and experiential evidence. R4.11 Analyze the effects of cultural and historical influences on texts.	Final benchmark at end of Grade 12: 1. Make predictions and describe inferences and causal connections within material and between new material and previous information/ experiences. 2. Integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application. 3. Respond personally and creatively to ideas and feelings of the reading material, providing examples of the way these influence the student's life and role in society. 4. Elaborate understanding of main ideas and formulate arguments with critical supporting evidence. 5. Accurately paraphrase reading material reflecting tone and point of view.	Final benchmark at Grade 10: 2.1 Comprehend important ideas and details. - Demonstrate comprehension of varied texts especially technical materials, complex narratives and exposition. - Summarize the main idea and supporting facts. - Use prior knowledge of issues, characters, events and information to examine texts and extend understanding. - Synthesize ideas from selections to make predictions and inferences. 2.2 Expand comprehension by analyzing, interpreting and synthesizing information and ideas. 2.3 Think critically and analyze authors' use of language, style, purpose, and perspective.	Final benchmark at Grade 12: Summarize literal meaning in literary, informative, and practical selections. Identify main ideas, opinions, and significant supporting details in selections. Analyze how relationships, images, patterns, and symbols are used to convey implied meanings in printed material. Analyze and evaluate the merit of an argument, action, or policy by examining evidence offered in the material itself and by comparing the evidence with information available in other sources.	Final benchmark at Grade 11: 1. Students read a variety of materials including traditional and contemporary literature, fiction and nonfiction. 2. Students demonstrate comprehension by critiquing and synthesizing the main idea, point of view, text elements and supporting details to predict outcomes, draw inferences, determine cause and effect, summarize key concepts, and distinguish between fact and opinion. 3. Students analyze and interpret an author's use of the literary devices of theme, tone, style and organization. 4. Students distinguish the common themes that cross time, personal perspective and cultural boundaries. 5. Students distinguish between the reader's response and the author's purpose. 6. Students conduct research using a variety of informational sources such as computers and technical info.	Final benchmark at Grade 12: - Decode unfamiliar words using a comprehensive set of reading strategies. - Preview materials to understand structure and anticipate content. - Develop analytic processes for understanding and remembering words, phrases and information from reading material. - Identify, collect and/or select, and relate pertinent information to given situations. - Synthesize and organize information. - Apply and extend information. - Explain how an author uses language and literary devices such as mood, tone, style, figurative language, formatting and structure to aid comprehension. - Use reading strategies to determine main ideas and to collect data, facts and ideas for application.

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READING

AGES 5–7

Students: *(to be assessed in 3rd grade)*

1) a. distinguish, reproduce, and manipulate the sounds in words; *(E.B.1)*
   b. use a combination of the following to read and comprehend text:
   - knowledge of phonics, alphabet, and alphabetic principle, e.g. recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns;
   - pictures and visual cues;
   - sight recognition of high frequency vocabulary words;
   - word structure, e.g., root words, prefixes, suffixes, rhyming words;
   - language structure, e.g., word order, grammar;
   - meaning structure, e.g., prior knowledge and context;
   - text structure, e.g., read left to right; *(E.B.1)*
2) a. comprehend literal meaning from text; *(E.B.1)*
   b. use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension; *(E.B.1)*
3) read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print; *(E.B.1)*
4) a. retell or dramatize a story after reading it; *(E.B.1)*
   b. restate information after reading a text; *(E.B.1)*
5) identify the main idea of a passage; *(E.B.1)*
6) read and follow simple directions to complete a simple task; *(E.C.2)*
7) distinguish between common forms of text (genres):
   - fiction and non-fiction
   - prose and poetry, and
   - short story and drama; *(E.B.2)*
8) identify and describe basic plot, main characters, and setting (time and place) in fiction; *(E.B.2)*
9) express own opinions about texts; *(E.D.1)*
10) make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections; and *(E.B.3)*
11) identify basic cultural influences in texts. *(E.E.1)*

AGES 8–10

Students know and are able to do everything required at earlier ages and: *(to be assessed in 6th grade)*

1) a. use a combination of the following to read and comprehend text:
   - knowledge of phonetics, language structure, and semantics;
   - text structures such as illustrations, graphs, and headers;
   - self-monitoring and self-correcting strategies;
   - adjusting reading pace or style based on purpose, task, and type of text; *(E.B.1)*
   b. use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words; *(E.B.1)*
2) infer meaning from text; *(E.B.1)*
3) read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print; *(E.B.1)*
4) a. retell stories in correct sequence; *(E.B.2)*
   b. restate and summarize information or ideas from a text; *(E.B.2)*
5) locate evidence in the text and from related experiences to support understanding of a main idea; *(E.D.2)*
6) read and follow multi-step directions to complete simple task; *(E.C.2)*
7) explain the characteristics of the following:
   - fiction and non-fiction,
   - prose and poetry, and
   - four major genres of fiction: short story, drama, novel, and poetry; *(E.B.2)*
8) a. define and identify plots, settings, and characters in fiction; *(E.B.2)*
   b. compare and contrast plots, settings, and characters in a variety of works by a variety of authors; *(E.B.2)*
9) a. differentiate between fact and opinion; *(E.D.2)*

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b. express opinions about a text and support these opinions with textual evidence; *(E.D.2)*

10) identify themes in texts and connect them to personal experiences, experiences of others, and other texts; and *(E.B.3)*

11) connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. *(E.E.1)*

AGES 11–14

Students know and are able to do everything required at earlier ages and:
(to be assessed in 8th grade)

1) apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text; *(E.B.1)*
2) rehearse and read texts aloud to an audience, in performances such as readers theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses; *(E.B.1)*
3) restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience; *(E.B.3)*
4) clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details; *(E.B.2)*
5) read and follow multi-step directions to complete a task, and identify the sequence prescribed; *(E.C.2)*
6) analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry); *(E.B.2)*
7) analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story; *(E.B.2)*
8) a. differentiate between fact and opinion in text; *(E.D.2)*
   b. analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose; *(E.D.2)*
9) connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections; and *(E.B.3)*
10) compare and contrast how texts reflect historical and cultural influences. *(E.E.1)*

AGES 15–18

Students know and are able to do everything required at earlier ages and:
(High School Qualifying Exam)

1) apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text; *(E.B.1)*
2) summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information; *(E.B.3)*
3) a. identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas; *(E.D.2)*
   b. critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents; *(E.D.2)*
4) read and follow multi-step directions to complete complex tasks; *(E.C.2)*
5) analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience; *(E.B.2)*
6) analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes; *(E.B.2)*
7) express and support assertions, with evidence from the text or experience, about the effectiveness of a text; *(E.D.4)*
8) analyze and evaluate themes across a variety of texts, using textual and experiential evidence; and *(E.B.3)*
9) analyze the effects of cultural and historical influences on texts. *(E.E.1)*

I. READING

Standard - The student will:	Samples of applications that would demonstrate learning:
a) Read a variety of traditional and electronic materials for information and understanding.	• Decode unfamiliar words using a comprehensive set of reading strategies, e.g., phonics, context clues, and word analysis skills. • Preview materials to understand structure and anticipate content. • Develop analytic processes for understanding and remembering words, phrases, and information from reading material. • Identify, collect and/or select, and relate pertinent information to given situations. • Synthesize and organize information. • Apply and extend information. • Explain how an author uses language and literary devices such as mood, tone, style, figurative language, formatting, and structure to aid comprehension. • Use reading strategies to determine main ideas and to collect data, facts, and ideas for personal use, to gain knowledge and experience for personal use as a citizen or consumer, for application to the Fine Arts, application in the workplace, and application in lifelong learning.
b) Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	• Identify and compare own experiences to that of others in situations, events, and cultures in reading selections. • Evaluate the way an author uses language and literary devices, to evoke a response in a reader, e.g., style, formatting, and structure. • Interpret social, cultural, and historical significance of a text, e.g., ancient, British, American, and world literature, fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, satires, and plays.

MONTANA STANDARDS FOR READING

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize and critically evaluate information.

Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

Content Standards indicate what students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Reading Content Standard 1

Students construct meaning as they comprehend and interpret what they read.

Rationale:

Readers actively engage with text to build their own understanding. Thus, readers understand what they read as it relates to what they know. In this process, readers use prior knowledge and related experiences to:

- *predict what a text might say and confirm or revise their understanding,*
- *integrate new information into their existing knowledge base;*
- *reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media, etc.*

As readers construct meaning they interpret what they read, selecting important ideas and details.

Benchmarks:

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. make predictions and connections between new material and previous information/experiences.	1. make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.	1. make predictions and describe inferences and causal connections within material and between new material and previous information/experiences.
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.	2. compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.	2. integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.
3. respond personally to ideas and feelings generated by reading materials.	3. interpret and respond personally to the ideas and feelings generated by the reading material and compare responses with peers.	3. respond personally and creatively to ideas and feelings of the reading material, providing examples of the way these influence the student's life and role in society.

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End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
4. demonstrate basic understanding of main ideas and some supporting details.	4. demonstrate understanding of main ideas and select important supporting facts and details.	4. elaborate understanding of main ideas and formulate arguments with critical supporting evidence.
5. accurately retell key elements of appropriate reading material.	5. accurately summarize key elements of appropriate reading material with detail.	5. accurately paraphrase reading material reflecting tone and point of view.

Reading Content Standard 2

Students apply a range of skills and strategies to read.

Rationale:

Readers use a variety of strategies to construct meaning. Some of these strategies include phonics, grammatical structure, use of context clues and self-monitoring. The student reads fluently by adjusting rate according to purpose, material and understanding. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and nonfiction.

Benchmarks:

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and the context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation and denotation and context to understand reading material.
2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	2. demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view and conflict).	2. demonstrate understanding of, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).
3. identify literary devices (e.g., figurative language and exaggeration).	3. identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	3. identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).
4. use features and organization of fiction and nonfiction material to comprehend (e.g., paragraphs, chapters, titles, indeces, tablez of contents, graphs, charts and visuals).	4. use features and organization of fiction and nonfiction material to comprehend more complex materials (e.g., paragraphs, chapters, titles, indeces, tablez of contents, graphs, charts and visuals).	4. use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indeces, tables of contents, graphs, charts, visuals and methods of organization).
5. adjust fluency, rate and style of reading to the purpose of the material with guidance.	5. adjust fluency, rate and style of reading to the content and purpose of the material.	5. adjust fluency, rate and style of reading to content and purpose of the material.

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ODE Definition:
Comprehend a variety of printed materials.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Demonstrate literal comprehension of a variety of printed materials.	Demonstrate literal comprehension of a variety of printed materials.	Retell, summarize, or identify sequence of events, main ideas, facts, and opinions in literary and informative selections.	* Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections .	☞ * Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections .
Demonstrate inferential comprehension of a variety of printed materials.	Demonstrate inferential comprehension of a variety of printed materials.	Identify cause and effect relationships and make simple predictions.	Identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material.	Examine relationships, images, patterns, or symbols to draw conclusions about their meanings in printed material.
Demonstrate evaluative comprehension of a variety of printed materials.	Demonstrate evaluative comprehension of a variety of printed materials.	Analyze and evaluate information and form conclusions.	Analyze and evaluate information and form conclusions.	Analyze and evaluate whether a conclusion is validated by the evidence in a selection.

Notes on Reading:

** "Practical selections" refers to items such as assembly instructions, W-2 forms, a recipe, or reading a class schedule by recognizing patterns of organizations.*

☞ Notice that the language across the benchmarks is often similar. It is intended, however, that reading selections will increase in complexity, as will student responses.

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	
☞ * Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.	* Summarize literal meaning in literary, informative, and practical selections. Identify main ideas, opinions, and significant supporting details in selections.	PASS assumes proficiency in Reading.
Analyze relationships, images, patterns, or symbols to draw conclusions about their meanings in printed material.	Analyze how relationships, images, patterns, and symbols are used to convey implied meanings in printed material.	
Analyze and evaluate whether an argument, action, or policy is validated by the evidence in a selection.	Analyze and evaluate the merit of an argument, action, or policy by examining evidence offered in the material itself and by comparing the evidence with information available in other sources.	

Assessment Notes:

Reading standards can be demonstrated as students focus on standards in a variety of subjects--including English, Mathematics, Science, Social Sciences, and the electives areas--as well as within the context of a CAM endorsement area.

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	appropriate
1.4 understand elements of literature -- fiction *(EALR-R_1.4)*	identify literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, and mood)
	→ understand sentence structure, paragraphs, and chapters
	→ analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)
1.5 use features of non-fiction text and computer software *(EALR-R_1.5)*	read, analyze, and use informational materials to demonstrate understanding and expertise; analyze the validity of electronic information
	use complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)
	use features of electronic information (electronic bulletin boards and databases, e-mail, etc.)

➢ *ESSENTIAL LEARNING 2: The student understands the meaning of what is read.*

To meet this standard, the student will:

2.1 comprehend important ideas and details

2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas

2.3 think critically and analyze authors' use of language, style, purpose, and perspective

COMPONENTS	BENCHMARK 3 - GRADE 10
2.1 comprehend important ideas and details *(EALR-R_2.1)*	demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition
	summarize the main idea and supporting facts and details with evidence from reading
	use prior knowledge of issues, characters, events, and information to examine texts and extend understanding
	synthetize ideas from selections to make predictions and inferences about various texts
2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas *(EALR-R_2.2)*	critically compare, contrast, and connect ideas within and among a broad range of texts
	➔ use logical sequence to accurately retell stories; order and/or sequence parts of text
2.3 think critically and analyze authors' use of language, style, purpose, and perspective *(EALR-R_2.3)*	draw conclusions based on the validity and accuracy of what is read
	explain how an author uses language to influence different audiences
	analyze and evaluate authors' effectiveness for different audiences
	detect bias, stereotype, over generalization, association, and other devices used by the author to influence an audience
	➔ apply information gained from reading to give a response and express insight
	analyze, interpret, and evaluate ideas and concepts within, among, and beyond multiple texts
	analyze, interpret, and evaluate reasoning and ideas related to multiple texts

➢ *ESSENTIAL LEARNING 3: The student reads different materials for a variety of purposes.*

To meet this standard, the student will:

3.1 read to learn new information
such as reading science and mathematics texts, technical documents, and, for personal interest

3.2 read to perform a task

WYOMING LANGUAGE ARTS STANDARDS
GRADE 11 LANGUAGE ARTS 6/98

CONTENT STANDARD	BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
1. READING Students read a variety of grade level materials, applying strategies appropriately to various situations.	1. Students read a variety of materials including traditional and contemporary literature, fiction and non-fiction. 2. Students demonstrate comprehension by critiquing and synthesizing the main idea, point of view, text elements and supporting details to predict outcomes, draw inferences, determine cause and effect, summarize key concepts, and distinguish between fact and opinion. 3. Students analyze and interpret an author's use of the literary devices of theme, tone, style and organization. 4. Students distinguish the common themes that cross time, personal perspective and cultural boundaries. 5. Students distinguish between the reader's response and the author's purpose. 6. Students conduct research using a variety of informational sources such as computer data and library materials. 7. Students analyze and interpret technical data, written directions and technical manuals.	**Advanced** 11th grade students performing at an advanced level independently read a variety of materials at or above the 11th grade level. Students accurately predict outcomes, demonstrate how inferences are drawn, explain cause/effect, and evaluate consequences. They analyze bias, explain difference between reader's response and author's purpose, evaluate author's success, integrate literary devices to their own work, and evaluate common themes through student-generated work. Students conduct thorough research and analyze and evaluate data. **Proficient** 11th grade students performing at a proficient level independently read a variety of materials at the 11th grade level. Students predict outcomes, draw inferences, determine cause/effect, summarize key concepts, and differentiate between fact and opinion. They distinguish reader's response and author's purpose, analyze and interpret author's use of literary devices, and distinguish common themes through student-generated work. Students conduct research and analyze and interpret data. **Partially Proficient** 11th grade students performing at a partially proficient level read a variety of materials at the 11th grade level. Students explain how supporting details predict outcomes, recognize obvious inferences within the text, recognize cause/effect, identify key concepts, and recognize some differences between fact and opinion. They recognize author's purpose, classify and explain use of some literary devices, and identify common themes through student-generated work. Students conduct limited research.

WYOMING
GRADE 4 LANGUAGE 6/98

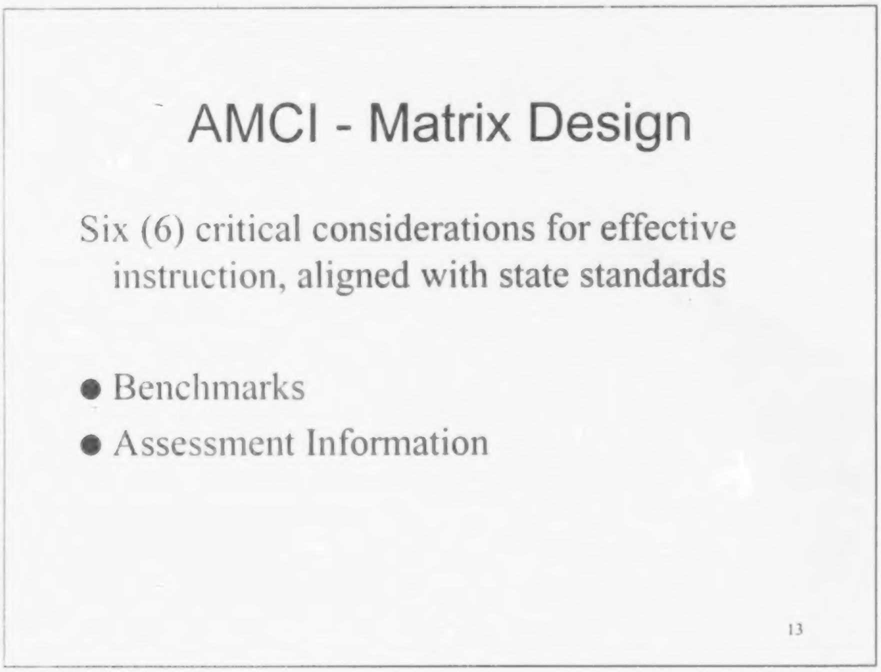
CONTENT STANDARD	BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
1. READING Students read a variety of grade level materials, applying strategies appropriate to various situations.	1. Students read a variety of fiction, non-fiction, and poetry from various sources, including materials recognizing cultural differences. 2. Students use decoding skills to read fluently (i.e., phonetic clues, structural analysis, context clues and illustrations). 3. Students gain meaning of new vocabulary words in reading passages (i.e., context clues, diagrams, illustrations, captions, and glossary). 4. Students use comprehension strategies to make predictions, identify the main idea and supporting details, compare and contrast, and summarize. 5. Students analyze literature for the elements of a story (i.e., setting, character traits, sequence of events, and problem and solution). 6. Students read and interpret written directions, diagrams, maps, charts, graphs and tables. 7. Students use print, electronic and on-line sources to locate, collect and utilize information (i.e., dictionaries, encyclopedias, atlases, thesauri, glossaries, tables of contents, and indexes).	**Advanced** 4th grade students performing at an advanced level independently read a variety of fiction, non-fiction, and poetry in and out of the classroom. They independently demonstrate an in-depth understanding of main idea, supporting details, and elements of a story. Students make multiple comparisons, accurate predictions, and a comprehensive summary. They internalize decoding and vocabulary skills. Students interpret and generate maps, charts, diagrams, graphs, and tables. They transfer information from print, electronic, and on-line sources for student-generated projects and activities. **Proficient** 4th grade students performing at a proficient level read a variety of 4th grade materials (i.e., fiction, non-fiction and poetry). Students predict and determine main idea. They compare, contrast, and summarize. Students use decoding skills to read fluently and use various strategies to gain the meaning of new vocabulary. They interpret written directions, diagrams, maps, charts, graphs, and tables. Students locate, collect, and utilize information using print, electronic, and on-line sources through student-generated projects and activities. **Partially Proficient** 4th grade students performing at a partially proficient level demonstrate minimal understanding of concepts and skills with teacher assistance. Students predict and recognize the main idea, identify some supporting details, and recognize some story elements. They draw simple comparisons, apply limited decoding skills, and use limited vocabulary. Students follow two-step directions in reading maps, charts, graphs, and tables. They locate information using print, electronic, and on-line sources through student-generated

Start the **PowerPoint** with **slide #13**.

Present slides #13 – 16.

STOP the **PowerPoint** after slide #16.

Slide #16 is titled **"State and District Assessment"**



AMCI - Matrix Design

Six (6) critical considerations for effective instruction, aligned with state standards

- Benchmarks
- Assessment Information

(This slide will build to the full six areas, matching the matrix.)

Say, "Once we have looked at benchmarks and feel comfortable with what students should know and be able to do, the next area to consider is assessment information."

>Click for next slide

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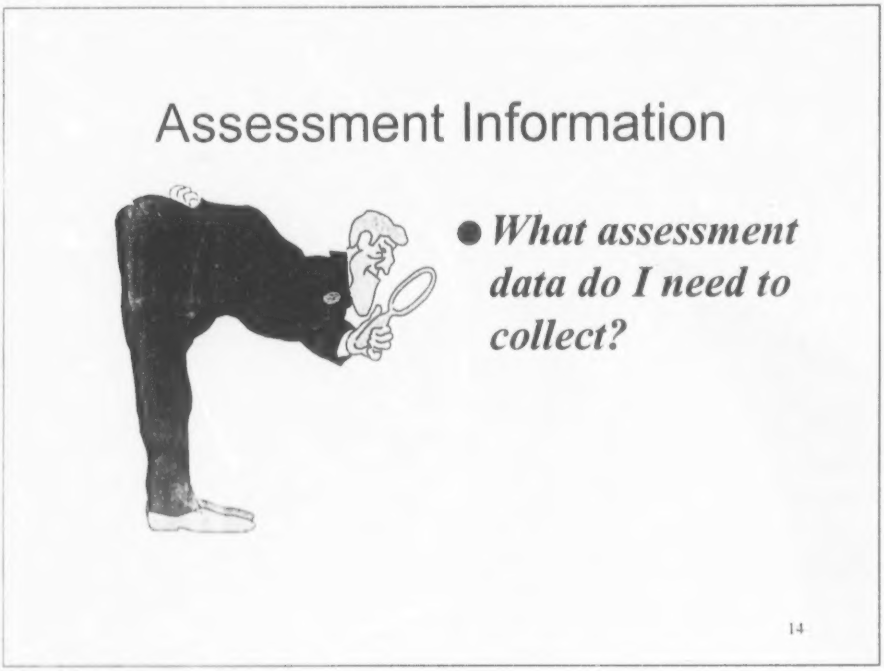


Assessment Information

- ***What assessment data do I need to collect?***

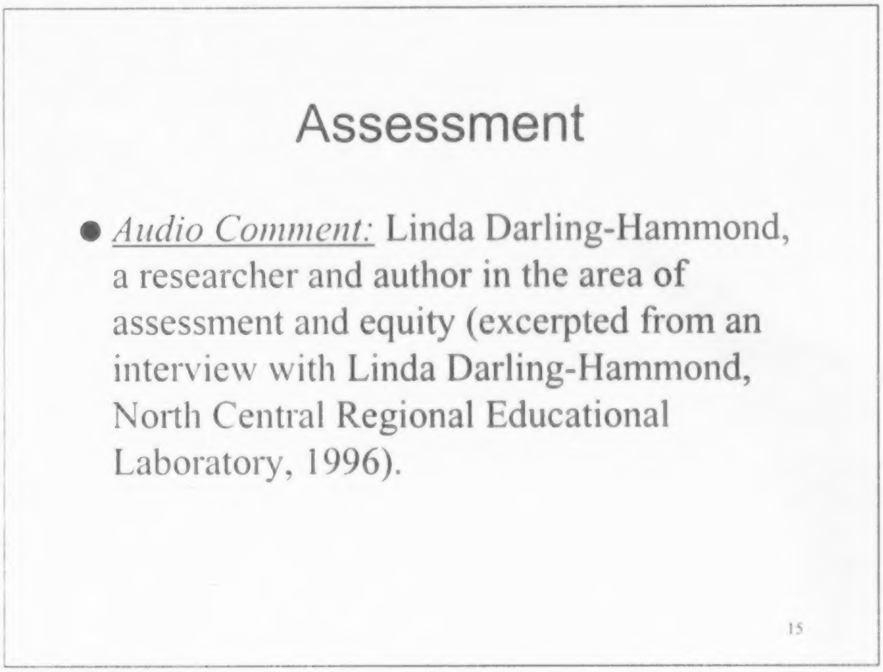
>Click for text

Read the question from the slide aloud.

Say, "This next set of slides will give some interesting information and, we hope, pose some thought provoking questions about assessment."

Say, "Listen carefully to the following audio comment."

>Click for next slide.



Assessment

- *Audio Comment:* Linda Darling-Hammond, a researcher and author in the area of assessment and equity (excerpted from an interview with Linda Darling-Hammond, North Central Regional Educational Laboratory, 1996).

> Click for text

>Click for text

Key points to the audio segment:

"Change ways in which assessments are used"

"Change from external monitors of performance to locally generated tools for inquiring"

"Inform teachers more fully about how students think and learn, as well as what they know"

"Equalize resources and enhance learning opportunities"

"Teachers who understand student learning more fully are more able to adapt to student needs and create opportunities for student success"

Check to see that people heard and understood the audio comment. If there is any question, then read aloud the key points listed above. Allow for comment or discussion.

> Click for next slide

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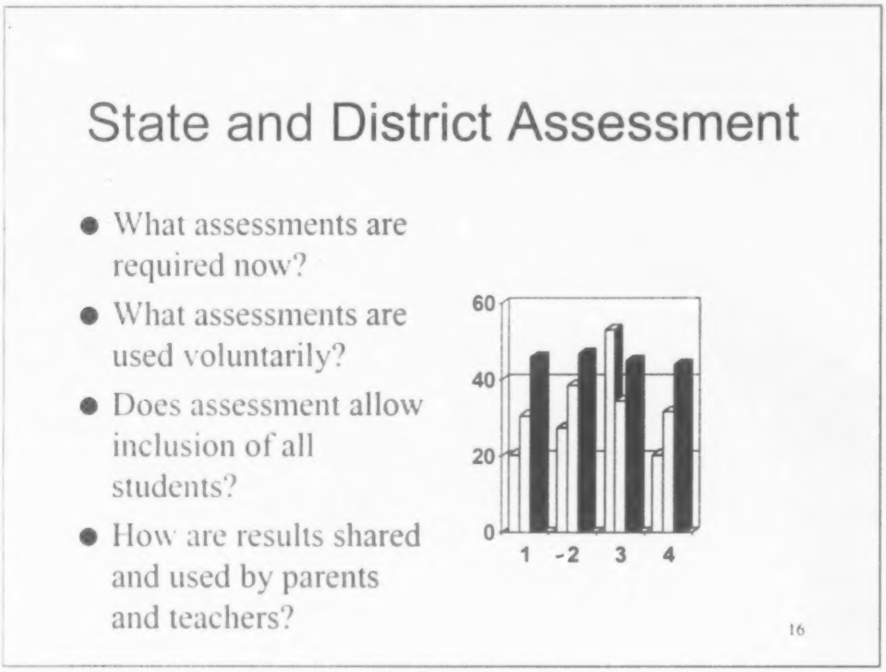


State and District Assessment

- What assessments are required now?
- What assessments are used voluntarily?
- Does assessment allow inclusion of all students?
- How are results shared and used by parents and teachers?

60
40
20
0
1
-2
3
4

>Click for text

> Click for text

Say, "Think about the following questions in terms of your classroom or school."

>Click for text.

>Click for text.

>Click for text.

>Click for text.

Point to each question and say, "Briefly, what are some examples of:

required assessments you now use in your school?

voluntary assessments you may be using?

ways that ALL students are included in assessment?

how results are shared with parents?"

>Click for next slide

Start Activity #2

Setting the Stage

Group activity to build understanding of the many aspects of assessment.

Activity 2: Setting the Stage

Purpose:
- To build understanding of the many aspects of assessment
- To make a connection between assessment and classroom instruction

Materials: Articles—Critical Issues in Assessment

Total Time: 40 min.

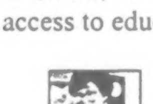
Time	Steps
5 minutes	1. Introduction • Explain to participants that the AMCI is designed to help classroom teachers make well-informed educational decisions, which will directly impact classroom instruction and student learning. • Explain that the next activity will offer various views on critical issues in assessment, so that we all have knowledge of and can discuss its wide spread implications.
30 minutes	2. Jigsaw Activity • Divide participants into groups of four. • Have each member choose one of the four articles to read. • Regroup the participants by article. There will be one person from each group in each "article group." After they have read the article, participants discuss main points in their "article groups." • Participants go back to original groups and each person shares the main points discussed on their article. • Ask for any further discussion as groups share information.
5 minutes	3. Concluding the Activity • Invite participants to discuss how the various issues are related or may impact each other. Do all the articles speak to information that could be important to the classroom teacher?

Critical Issue: Ensuring Equity with Alternative Assessments

Pathways Home Page | Critical Issues for this area

ISSUE: If American students are to be held responsible for achieving high educational standards, it is ethically imperative that educators develop assessment strategies that ensure equity in assessing and interpreting student performance. In order to protect students from unfair and damaging interpretations and to provide parents and communities with an accurate overall picture of student achievement, educators need to be aware of the promise and the challenges inherent in using alternative assessment practices for high-stakes decisions (such as student retention, promotion, graduation, and assignment to particular instructional groups), which have profound consequences for the students affected. Only then will educators be able to build and use an assessment system that is a vehicle for eliminating, as opposed to underscoring, educational inequities. Although alternative assessments can help ensure ethnic, racial, economic, and gender fairness, equity cannot be achieved by reforms to assessment alone. Change will result only from a trio of reform initiatives aimed at ongoing professional development in curriculum and instruction, improved pedagogy, and quality assessment.

OVERVIEW: One of the reasons for the current national disenchantment with standardized multiple-choice tests, secured tests, and other norm-referenced assessments has been the gross inequities that have resulted from inferences based solely on these tests. In many schools, districts, and states, interpretations based on a single test score have been used to place students in low-track classes, to require students to repeat grades, and to deny high school graduation diplomas. The negative personal and societal effects for students are well-documented: exposure to a less challenging curriculum, significantly increased dropout rates, and lives of unemployment and welfare dependency (Oakes, 1986a; Oakes, 1986b; Shepard & Smith, 1986; Jaeger, 1991). Clearly, using testing as a mechanism for sorting and selecting students for access to educational and economic opportunities is antithetical to achieving equity.



Charlotte Higuchi, a third- and fourth-grade teacher at Farmdale Elementary School in Los Angeles, California, discusses the problems inherent in standardized testing. [392k audio file] Excerpted from the video series *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (North Central Regional Educational Laboratory, 1992).

At all levels, educators are turning to alternative, performance-based assessments that are backed by criterion-referenced standards. Such assessments help educators gain a deeper understanding of student learning, and enable them to communicate evidence of that learning to parents, employers, and the community at large. These new alternative assessments and standards have been heralded as the answer to a whole host of education ills, including the apparent or real gap in performance between students of different ethnic, socioeconomic, and language backgrounds. Research on learning and assessment and on the prevailing practice of shaping instruction to meet test requirements help build the case for alternative assessment.

Findings from cognitive psychology on the nature of meaningful, engaged learning support the use of alternative assessments that are tied to curriculum and instruction and that emphasize higher-order thinking skills and authentic tasks. Alternative assessments often have high fidelity for the goals of instruction and require students to solve complex, real-life problems. Some educators believe that alternative assessments motivate students to show their best performance--performance that may have been masked in the past by standardized fixed-response tests and by unmotivating content. However, the biggest mistake that schools, districts, and states can make is thinking that exchanging one high-stakes tests for another will result in equitable assessment or elimination of the performance gap between students. Darling-Hammond (1994) believes that if new forms of assessment are to support real and lasting reforms and to close--as opposed to accentuate--the achievement gap between students, they must be developed carefully and used for different purposes than the norm-referenced tests that have preceded. These purposes must be made explicit before the assessment system is built.

Linda Darling-Hammond, a researcher and author in the area of assessment and equity, discusses how assessment can enhance equity when changes are made in the ways that assessments are used. [540k audio file] Excerpted from an interview with Linda Darling-Hammond (North Central Regional Educational Laboratory, 1996).

It is true that new forms of assessment are powerful tools for understanding student performance, particularly in areas that require critical thinking and complex problem solving. However, until high expectations for success, sufficient opportunity to learn, and challenging instruction are the standard educational fare for all children, some evidence (Elliott, 1993; LeMahieu, Eresh, & Wallace, 1992) suggests that alternative assessments may reveal even greater achievement gaps than standardized assessments.

One of the most exciting and liberating things about the current interest in assessment is the recognition that numerous assessment tools are available to schools, districts, and states that are developing new assessment systems. These tools range from standardized fixed-response tests to alternatives such as performance assessment, exhibitions, portfolios, and observation scales. Each type of assessment brings with it different strengths and weaknesses to the problem of fair and equitable assessment. Recognizing the complexity of understanding performance or success for individuals, it is virtually impossible that any single tool will do the job of fairly assessing student performance. Instead, the National Center for Research on Evaluation, Standards, and Student Testing (1996) suggests that an assessment system made up of multiple assessments (including norm-referenced or criterion-referenced assessments, alternative assessments, and classroom assessments) can produce "comprehensive, credible, dependable information upon which important decisions can be made about students, schools, districts, or states." Koelsch, Estrin, and Farr (1995) note that multiple assessment indicators are especially important for assessing the performance of ethnic-minority and language-minority students. The real challenge comes in selecting or developing a combination of assessments that work together as part of a comprehensive assessment system to assess all students equitably within the school community.

The first and most critical step in assessing with equity is determining the purposes for assessing and clarifying whether those purposes are low stakes or high stakes (Winking & Bond, 1995). In many cases, schools, districts, and states have not a single purpose, but multiple purposes--some low stakes and some high stakes--for assessing student performance.

Beau Fly Jones, director of educational programs at the Ohio Supercomputing Center in Columbus, Ohio, discusses the purposes of assessment. [420k audio file] Excerpted from the video series *Restructuring to Promote Learning in America's Schools*, videoconference #4, *Multidimensional Assessment: Strategies for the Classroom* (North Central Regional Educational Laboratory, 1990).

In the low-stakes case of classroom-based assessment, where the primary purpose is determining content coverage and conceptual understanding or diagnosing learning styles, teachers are able to take into account the student's culture, prior knowledge, experiences, and language differences. When preparing and administering assessments, teachers can follow guidelines for equitable assessment in the classroom and make use of accommodations and adaptations to the assessment to ensure that all students have an equal opportunity to demonstrate their abilities and achievement. Teachers also are able to make inferences about student performance and how they must refine their instruction to increase or maintain high performance without calling into question the technical adequacy of the assessment.

However, when tests have high-stakes consequences (such as student retention, promotion, or graduation), it is important to understand ways to maximize equity while not compromising the technical quality of alternative assessments. In high-stakes situations, the technical adequacy of the assessment affects the validity of inferences made regarding the performance of all students. When alternative tests are used for high-stakes purposes, schools--in addition to being concerned about equity when selecting or developing assessments--must take advantage of methods for maximizing fairness in administering and scoring them. Of utmost importance is ensuring that students have had adequate opportunity to learn the material on which they are being tested.

To help ensure equity, an assessment system should be planned by an interdisciplinary group that includes assessment experts, curriculum experts, teachers, and professional developers, as well as administrators responsible for planning and allocating resources. All involved parties need to understand exactly what alternative assessment systems can and cannot achieve, including the fact that unless instruction and pedagogy change and opportunities are provided for all children to experience the same challenging curriculum, alternative assessments may reveal even greater performance gaps than the standardized assessments they replace. (For further information on the relationship between assessment and school reform, refer to the Critical Issue "Rethinking Assessment and Its Role in Supporting Educational Reform.") Teachers and other staff members need to be provided with professional development and support to learn about alternative assessments. (Refer to the Critical Issue "Realizing New Learning for All Students Through Professional Development.")

The actual design of the assessment system should include input from students and individuals who can provide advice on different cultural interpretations of various assessment tasks. After the planning is completed, a bias-review committee (comprising representatives from cultural and ethnic groups for whom the assessment is intended) can preview the assessment and ensure that it is fair and equitable. The planning team's next task is to ensure that the methods for scoring and interpreting the assessments results reflect the concern for equity that has driven the development of the alternative system. Finally, decisions should be made on the best methods for reporting results to various audiences and for various purposes.

(Refer to the Critical Issue "Reporting Assessment Results.")

At the national level, state and local issues related to assessing with equity are mirrored and compounded. Because cultural learnings and context are so important to students' interpretation and responses (Winfield & Woodard, 1994; Darling-Hammond, 1994), moving high-stakes assessment to a national level makes it even more difficult to align tasks with students' culture and context, and potentially reduces the legal defensibility of these assessments. The landmark case of *Debra P. v. Turlington* (1979) sets a precedent for challenging assessment inferences when students have not had sufficient opportunity to learn the content assessed. This precedent easily may be transferred to high-stakes assessments that are not culturally or contextually based within students' realm of experience. The ability to assess equitably in high-stakes situations is crucial when considering a national assessment and suggests that the most useful context for developing performance-based assessments may be the local level. On the other hand, the New Standards Project provides an example of a voluntary large-scale standards and assessment reform system that combines national reference assessments with locally developed performance tasks and portfolios in ways that potentially allow for culturally and contextually valid assessment.

Steve Ferrara, director of student assessment at the Maryland State Department of Education, talks about the difficulty of changing curricula, instruction, expectations, and standards--all of which affect assessment. [560k audio file] Excerpted from an interview with Steve Ferrara (North Central Regional Educational Laboratory, 1995).

Regardless of the level of the assessment effort, equity will never be achieved as long as everyone involved in educating children sees the assessment tools themselves as responsible for ensuring fairness. It is not just the tools, but also the curriculum, instruction, professional development, parent and community involvement, and leadership practices that affect the fairness of assessments and the inferences based on them. Using alternative assessment to assess with equity requires the comprehensive inclusion of each of these elements of the equity equation. Without these supporting systems, new forms of assessment are likely to maintain and perhaps magnify educational inequities.

GOALS:

- Educators are aware of principles and indicators for student assessment systems.
- Educators fully understand the purposes for assessing and the fair inferences that can be based on different assessment tools.
- Educators know and take advantage of methods for maximizing fairness in development, administration, and scoring of alternative assessments.
- Educators, parents, and community members value alternative assessments for providing useful information about how students are performing, and for providing information on how to refine and individualize instruction for better results, unlike the information provided by secured tests.
- The views of all stakeholders--including teachers, administrators, curriculum experts, assessment experts, parents, and community members from diverse cultural groups--are represented when assessment strategies are planned, selected or developed, and administered.

- Assessment systems are tied to curriculum and instruction to ensure that all students have adequate opportunity to learn the material that is to be assessed in ways and modes that are culturally relevant and contextually based.
- Multiple assessment tools are used whenever the assessment is intended for high-stakes purposes.
- Educators interpret and report assessment information and use the results with caution, understanding that inferences made from assessment tools are only as good as the curriculum and instruction that they are intended to support.
- Educators recognize that assessment is only one facet of reform initiatives. They acknowledge that quality assessment must be teamed with improved pedagogy and ongoing professional development in curriculum and instruction.

ACTION OPTIONS: Because the use of alternative assessment--including performance assessment--for high-stakes purposes is relatively new, there is still much debate about the appropriate standards for technical rigor, and practitioners and researchers are still exploring methods for maximizing equity. Although ensuring fairness in performance assessment remains a challenge, some procedures are available to help increase equity in alternative assessment. In addition to applying statistical techniques such as differential item functioning (DIF) analysis, which is used with standardized tests to determine item bias, educators can take the following actions to help ensure the building of a performance-based assessment system that will address high standards and achieve equitable outcomes.

When planning assessment systems, educators can:

- Tightly couple new assessment systems with other concrete reforms necessary for closing performance gaps between ethnic, racial, socioeconomic, and gender groups. These reforms include the following:
    - Providing professional development efforts aimed at raising teachers' expectations for all children's performance. (Refer to the Critical Issue "Realizing New Learning for All Students Through Professional Development.")
    - Ensuring equal curriculum content and coverage in all classrooms.
    - Identifying the students' roles and responsibilities for their own learning. (Refer to the Critical Issue "Working Toward Student Self-Direction and Personal Efficacy as Educational Goals.")
    - Developing and enforcing classroom-level standards for opportunity to learn.
- Obtain broad-based support for the assessment system by involving everyone who has a stake in educating and supporting students. Encourage assessment experts, curriculum experts, teachers, administrators, and professional developers to form a planning group for assessment strategies.
- Ensure that members of the planning group come to consensus about their purposes for assessing and recognize the need for multiple assessment tools that together converge on an understanding of student performance.

- Be aware of gender bias and fairness in testing.
- Create policies that allow for the blending of professional development and assessment monies so that curriculum, instruction, and assessment can be aligned for all children.

When developing, selecting, and administering alternative assessments, educators can:

- Follow guidelines for equitable assessment.
- Involve students in designing performance tasks. Pilot tasks with students and conduct think-alouds (by which students share the stages of their thinking process or the reasoning behind their actions) to provide illuminating information regarding how students of diverse ethnic, racial, and socioeconomic backgrounds interpret and respond to tasks.
- Use strategies for developing equitable performance tasks.
- Involve individuals who can shed light on different cultural interpretations of performance tasks before the assessments are developed and used. Evidence (Miller-Jones, 1989; Garcia & Pearson, 1994) suggests that performance differences lie not only in the task but also in how individuals interpret tasks. The content as well as response parameters of tasks may privilege one ethnic or socioeconomic group over another.
- Conduct sensitivity reviews with representatives from each ethnic and language group for whom the assessment is intended.
- Select performance tasks that are clearly aligned or connected with material that has been taught.
- Provide students with choices for performance tasks, materials, and response modes. Such choices increase opportunities for students to capitalize on their prior knowledge and increase their motivation to perform. However, educators should be aware that all students are not equally good choosers and, as with other skills, may need to be taught to choose wisely.
- Pinpoint the exact skills or processes (such as group dynamics, language understanding, English usage, or math reasoning) that are being measured in each performance task. Because performance tasks are complex, they often require multiple operations.
- Provide students with carefully designed scaffolding activities to build a common base of prior knowledge within the class. If used appropriately, cooperative group activities may be used to help all students---not just those with enriching home or community experiences--understand foundational concepts or ideas necessary to perform well on a task.
- Allow students lots of opportunities to experiment with classroom versions of the performance task--written both as assessments and as instructional units.
- Allow for accommodations and adaptations to the assessment for second-language learners, particular cultural groups, and students with disabilities.
- Use analyses such as differential item functioning (DIF) analysis to determine test-item bias.
- Keep a record or log of the instructional strategies by which performance tasks are presented to diverse students. These strategies can include scaffolding and accomodations and adaptations to the

assessment.

- Use portfolios and observation scales to assess student progress. These assessment tools are sensitive to progress over time and allow students the freedom to demonstrate culturally based experiences and knowledge.
- Ensure that the performance criteria are explicit and clearly understood by each student.

When interpreting, scoring, reporting, and using assessment results, educators can:

- Participate in consistent and ongoing professional development to ensure proficiency in interpreting and scoring alternative assessments.
- Use multiple methods for estimating rater reliability. For high-stakes assessment, it is important to have someone other than the students' teacher judge performance. However, in order not to lose the critical educational benefit of the classroom teacher's knowledge and understanding of his or her own students, schools can experiment with auditing systems that include both familiar and unfamiliar raters.
- Make sure that the assessment report highlights not only the gaps but also the specific aspects of the assessment system on which students of diversity perform well. (For example, portfolios can show significant growth patterns in written expression and reasoning.) This coverage is imperative, because what is reported shapes expectations.
- Report opportunity-to-learn variables (such as time spent on direct instruction of high-order cognitive processes, use of culturally responsive instructional techniques, library and resource use, and opportunity for advanced-placement courses) along with performance data. Comparing the performances of groups of students without providing this contextualizing information can lead to erroneous inferences. It also is counterproductive, because it does not give teachers and schools information about concrete steps needed to improve performance.
- Interpret and report assessment information to parents and the community.

IMPLEMENTATION PITFALLS: Some types of alternative assessment require teachers to devote considerable time to planning and administering the assessment as well as interpreting student achievement.

Schools may think that the substitution of one high-stakes test for another will result in equitable assessment or the elimination of performance gaps. Yet performance gaps are likely to continue if teaching and assessment strategies remain unchanged. Linn, Baker, and Dunbar (1991) note:

> "Gaps in performance among groups exist because of difference in familiarity, exposure, and motivation on the tasks of interest. Substantial changes in instructional strategy and resource allocation are required to give students adequate preparation for complex, time-consuming, open-ended assessments." (p. 18)

Schools may develop and use alternative assesssments with the expectation that a better monitoring system or new forms of assessment alone will address inequitable learning outcomes for students. In actuality, assessment must be integrated with curriculum and instruction in order to promote equity in student learning. (Refer to the Critical Issue "Integrating Assessment and Instruction in Ways That Support Learning.")

In an effort to address higher-order cognitive skills, schools may develop assessments that have ambiguous performance tasks or requirements. Such tasks or requirements may be interpreted very differently by different cultural groups.

Schools may attempt to use alternative assessments for sorting and classifying students according to ability level instead of for improving instruction and raising student achievement. Darling-Hammond (1994) notes that in order to close the achievement gap, new forms of assessment must be developed carefully and be used for different purposes than norm-referenced tests.

Schools and districts may fail to develop policies for using alternative assessment information to improve instruction. They also may not provide ongoing professional development in alternative assessment for teachers. Winfield and Woodard (1994) note: "Merely setting high standards and developing a new assessment system will not ensure changes in teacher behavior or student performance unless professional development activities and capacity building at the school level are given equal priority" (p. 8).

Bond, Moss, and Carr (1996) caution that assessments--even those deemed to be unbiased--may be used to support a policy or program that does not promote equity:

> "Concerns about equity spill over the consensual bonds of validity and bias to include questions about the educational system in which the assessment was used. It is possible for an assessment to be considered unbiased in a technical sense--in the sense that the intended interpretation is equally valid across various groups of concern--and yet be used in service of a policy that fails to promote equity....The question for assessment evaluators is whether an assessment is contributing to or detracting from the fairness of the educational system of which it is a part." (p. 118)

Some teachers, parents, and community members may express resistance to any form of alternative assessment. Teachers, in particular, may object to the additional time necessary for developing and grading performance assessments, and may have difficulty in specifying criteria for judging student work.

Schools, districts, and states may exempt from assessments students who traditionally have not performed well (e.g., second-language learners), thereby avoiding the problem of developing fair measures that provide a picture of the entire school community (Phillips, 1996).

Educators may administer alternative assessments and then rush to blame the test or the children for performance gaps. Instead, educators need to be accountable for student achievement. They also must align assessment with curriculum and instruction in order to improve student learning.

When reporting assessment results, educators must learn to use opportunity-to-learn data with care. Some schools and districts report scores for subgroups of students in the absence of opportunity-to-learn data; other schools develop opportunity-to-learn standards that measure only easy-to-access variables that are ancillary to good instruction (e.g., number of books in the library).

When analyzing test results, pairing isolated opportunity-to-learn variables with subgroup data can lead to erroneous cause-and-effect interpretations. For example, comparing the performance of Hispanic and non-Hispanic students along with the amount of reading assigned outside of school is inappropriate because of the lack of information on other important contextualizing factors.

DIFFERENT POINTS OF VIEW: Although no educator would say that equitable assessment is not important, there are emerging schools of thought about the nature of equity and how it relates to assessment. In particular, these viewpoints relate to achieving a level playing field for assessing student work. Most researchers and practitioners agree that equity must be a major consideration when planning, developing, and administering assessment systems. Some researchers (Garcia & Pearson, 1994; Johnston, 1992; Estrin, 1993), however, believe that students' cultural learnings and interpretations of the world around them are so tied to their responses that it is unfair not to address these learnings and interpretations directly. These researchers feel that the only way to truly understand a student's performance is through assessments that are situated in the local realities of schools, classrooms, teachers, and students. Proponents of situated assessment argue that it is unlikely that large-scale, high-stakes assessment could ever equitably measure student performance. They see familiar raters (the students' teacher or panels of individuals) as the best able to judge a students' work because familiarity is necessary to understand the response patterns and culturally tied conceptions of testing and learning that each student brings to the assessment situation.

ILLUSTRATIVE CASES:

Maryland School Performance Assessment Program

Kentucky Instructional Results Information System (KIRIS)

Assessment at The Key Learning Community, Indianapolis, Indiana

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Date posted: 1997

Critical Issue: Reporting Assessment Results

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ISSUE: The ultimate success of the school improvement process is measured by advances in student knowledge, skills, behaviors, and attitudes. Progress in these areas often is gauged by student assessment programs managed by state agencies or school districts. After the schools receive the assessment results, educators need to carry out specific activities in order to use the information effectively. (See the critical issue "Using Assessment in School Improvement Planning.") One important task is reporting the assessment results to interested individuals and groups so that their needs for information are met and they have a clear understanding of the assessment. When properly presented, assessment reports can help build support for schools and for initiatives that educators wish to carry out. But if assessment results are poorly reported, they can be disregarded or interpreted incorrectly, adversely affecting students, educators, and others in the school community.

OVERVIEW: Students, parents, and community members often misinterpret assessment data because they do not view the information in the proper context. They may fail to consider the many variables involved in the education process, such as students' diverse backgrounds and motivation levels. All children do not come to school equally prepared to learn. In addition, low-performing children are more likely to move frequently, so schools may have little opportunity to intervene with these students before assessment takes place.

Too often, assessment contributes to a competitive atmosphere among schools, districts, and states. When assessment data for a school shows a low rating, the public has a tendency to blame the school environment.

Ed Roeber, Director of Assessment for the Council of Chief State School Officers in Washington, DC, discusses how erroneous conclusions often are drawn when the results of assessment tests are misinterpreted. [Audio file, 180k] Excerpted from the audiotape *Policy Talks*, audiotape #2, *Reaching for New Goals and Standards: The Role of Testing in Educational Reform Policy* (NCREL, 1994).

The real goal of reporting assessment results to the students, parents, school, and the public is to help children learn. Yet this message is rarely reported or conveyed when schools release assessment results. The reason for this omission might be that some educators and policymakers are not fully aware of the different purposes for assessment. They may not know how to convey those purposes, as well as assessment results, to various audiences.

Ed Roeber, Director of Assessment for the Council of Chief State School Officers in Washington, DC, explains his belief that assessment results are not handled properly in America's schools today. [Audio file, 135k] Excerpted from the audiotape series *Policy Talks*, audiotape #2, *Reaching for New Goals and Standards: The Role of Testing in Educational Reform Policy* (NCREL, 1994).

Problems in the reporting of results also may arise if the media oversimplifies this complex topic. Reporters sometimes are more concerned with finding a story than with reporting the complete results. Educators must remember to deliver the assessment results in a manner that puts the information in the proper educational perspective.

Despite the current attention given to student assessment, relatively little has been written on the use and reporting of assessment results. Even less research exists on the effectiveness of alternative strategies for using and reporting student assessment results. Yet public reporting of large-scale assessment results generates some of the largest complaints about student assessment.

John Davis, an English teacher at Columbia Middle School, describes the frustration that can arise when educators try to report information through the political and media arenas. [Audio file, 279k] Excerpted from the audiotape series *Policy Talks*, audiotape #1, *Through the Eyes of Professionals* (NCREL, 1994).

GOALS: Accurate and useful reporting of assessment results enables teachers, students, parents and the public to understand why various assessment instruments are being applied and how the results will be used as part of the school improvement process. In order to meet this goal, educators involved in reporting assessment results should:

- Determine the specific goals of the reporting activities at the outset of the process.
- Select reporting strategies that are consistent with these goals and that effectively relay the desired information.
- Communicate student assessment results in a clear and accurate manner to students, parents, and the public.
- Report results at a level of understanding appropriate for the group or individual receiving the report.

ACTION OPTIONS: When preparing to write assessment reports, educators should:

- Determine how individual, group, and school results of various tests will help the school to improve instruction and learning. (See the critical issue "Integrating Assessment and Instruction in Ways That Support Learning.")
- Determine the audience for the reporting activity. The audience may include students, parents, the school board, or the public (Roeber, Donovan, and Cole, 1980).
- Be clear about *why* assessment results should be reported to these audiences. A clear statement of rationale is important (Roeber et al., 1980).
- Be equally clear about what information is to be communicated, for what purposes, and using which reporting techniques. Remember that multiple strategies are likely to be more effective (Roeber et al., 1980).

Educators have several options when preparing reports:

- Reports can be provided in person, in writing, or in both forms.
- Reports can be primarily text-based, graphical, or both.
- Reports can be lengthy and elaborate, or brief and straightforward.

One good reference for information on reporting assessment results is *Pencils Down! A Guide for Using and Reporting Test Results*, by Gucwa and Mastie (1989). This publication from the Michigan Department of Education presents descriptions of different procedures for reporting assessment results and includes a sample press release.

The following four sections describe methods that can be used when reporting assessment results to students, parents, the school board, and the public.

Reporting Results to Students: A two-step process is recommended for reporting assessment results to students. The first step is a briefing provided to the entire group of students who received individual results. The second step is individual follow-up meetings with students. These meetings should focus on how the teacher(s) will be addressing the individual needs of students.

Reporting Results to Parents: Parents want to know how their children are performing in school, so assessment information collected by schools is of great interest to them. Parents also want to know how the entire student body is performing in comparison with other schools. Reporting results to parents can satisfy both of these needs. Keep in mind that parents want to know how the school scored overall, even if their own children were not assessed.

The building administrator and teachers should be involved in carrying out both types of reporting activities. This collaboration helps build active partnerships between teachers and parents focused on the learning of children.

Four strategies are suggested for reporting results to parents. They are: (1) individual parent/teacher conferences, (2) an individual written report sent home, (3) parent group meetings, and (4) parent newsletter articles.

Although in-person meetings are generally more personal and effective, they are not always possible. Written reports may provide a more accessible form of communication between teachers and parents. In all types of reports, the information should include how well an individual student did on the assessment and what steps the educator will take to make improvements in instruction so that the student will learn what is needed. Written reports also should include information concerning how parents can actively participate in a plan of action to address the instructional needs of their child.

Vivian Lyte, a school administrator, talks about the need for having school or district staff members who can provide parents with information concerning the assessment tests that students are given. [Audio file, 189k] Excerpted from the videotape *The ABCs of School Testing* (The Joint Committee on Testing Practices, 1993).

Reporting Results to the School Board: The school board is the legal policymaking entity at the district level. As such, it deserves to receive reports on the results of assessment. A three-part reporting strategy is recommended for reporting to the school board.

The first report provides background information about the assessment effort itself. It explains what was assessed, what type of assessments were used, why they were used, and how the results will be applied and reported. This report might best be given when the assessment information is being collected, but before assessment results become available. Such timing encourages the school board members to focus on the message of the assessment rather than the numbers.

The second report contains the results of the assessment at the school and district levels. It should answer typical questions raised by policymakers.

The third report follows up on the status of efforts to improve instruction at the school and the effectiveness of these changes. This report, though optional, goes a long way in conveying to the school board that the real purpose of student assessment is to help improve teaching and learning, not to serve as a scorecard on the quality of the school.

Reporting Results to the Public: Many educators are frustrated that communities receive most reports of assessment results through the news media. The public seems to know little else about schools other than test results. As a consequence, school districts may be leery about reporting assessment results or being candid with the public regarding the level of student performance.

Grant Wiggins, Director of Educational Research and Development for CLASS (Consultants for Learning, Assessment and School Structure) in Rochester, NY, talks about why it is beneficial for community members to be educated about and aware of school assessment activities. [Audio file, 342k] Excerpted from the video series *Restructing to Promote Learning in America's Schools*, videoconference #4, *Multidimensional Assessment: Strategies for the Classroom* (NCREL, 1990).

Several steps are involved in successful public reporting of the assessment results. First, educators must decide what audience is going to be addressed. The "public" consists of many different groups of people with varying levels of prior knowledge and information needs. Second, purposes and goals for reporting must be resolved. Third, procedures for reporting the results need to be determined. Remember, the news media is only one way that the public can learn about schools.

There are three types of reports that can be used to communicate test results to communities. These reports are similar in form and content to the reports given to the school board.

IMPLEMENTATION PITFALLS: The largest pitfall is reporting assessment results in an unclear manner. If the information is overly complex or poorly written, it may be misunderstood or misused by the audience. To eliminate this pitfall, reports should be reviewed by various school staff members to ensure clarity.

A sample press release from *Pencils Down!* shows how to write a clear and informative report of assessment results. A press release should contain information describing what grades were tested, when the tests were administered, and how the students scored as compared to students attending other schools in the state. The press release also should contain the name and phone number of a school official who can be contacted for further information.

The effectiveness of the entire reporting process will be greatly hindered if the school or district makes no effective use of the assessment information. If teachers, administrators, and parents do not learn from and act upon the information provided by the assessments, the entire process will be of little or no benefit to the children. (Activities related to implementing changes based upon assessment results are described in the critical issue "Using Assessment in School Improvement Planning.") Remember, the ultimate goal of assessment is to better educate children.

DIFFERENT POINTS OF VIEW: There are differences in opinion about how much assessment information to report, as well as whether or not some types of assessment information should be publicly reported. Some people assume that if a public agency invests tax dollars in carrying out assessment activities, then the students, their parents, the local school board, and the public deserve to know how students did and what actions will be taken as a result.

Other individuals believe that assessment results should be shared with a much more limited audience.

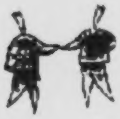
Marjorie Mastie, a school testing specialist at the Washtenaw Intermediate School District in Ann Arbor, Michigan, describes the federal law that prohibits the public release of any individual child's test scores. [Audio file, 360k] Excerpted from *The ABCs of School Testing* (The Joint Committee on Testing Practices, 1993).

Some educators object to sharing assessment results because the information may be misunderstood and reported incorrectly by the news media or others.

ILLUSTRATIVE CASES:

Ann Arbor Public Schools, Ann Arbor, Michigan

Michigan Educational Assessment Program (MEAP)



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Date posted: 1995

Critical Issue: Integrating Assessment and Instruction in Ways That Support Learning

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ISSUE: Assessment results have important implications for instruction. The primary aim of assessment is to foster learning of worthwhile academic content for all students (Wolf, Bixby, Glenn, & Gardner, 1991). School communities use assessment results in a formative way to determine how well they are meeting instructional goals and how to alter curriculum and instruction so that goals can be better met. But unless the content of assessment (what schools assess) and the format of assessment (how schools assess) match what is taught and how it is taught, the results are meaningless, if not potentially harmful. The same is true if assessment tools are not of high quality. There's also potential for harm when decisions affecting students' futures are being made based on results of assessments made with tools that are not appropriate for the purpose.

Charlotte Higuchi, third and fourth grade teacher at Farmdale Elementary School in Los Angeles, California, talks about the connection between assessment and instruction. Excerpted from the videoseries, *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (NCREL, 1991). [Audio Comment, 135K]

OVERVIEW: Changes in the workplace are likely to accelerate as we enter the 21st century. The need for schools to keep pace with these changes has resulted in a massive curriculum reform movement. School communities are establishing new goals so that students will learn the skills and competencies needed to succeed in today's workplace; often communities include the skills of reasoning, problem solving, and working collaboratively. To meet these goals, schools are providing students with learning experiences that are more authentic. If schools want an accurate appraisal of how well they are helping students achieve goals, they must make changes in assessment that reflect the changes in curriculum and instruction. The connection between curriculum reform and the need for changes in assessment is considered in more detail in the critical issue "Rethinking Assessment and Its Role in Supporting Educational Reform."

In their attempts to change assessment to match the content and format of instruction, some schools are relying more upon what is known as alternative assessment. Performance-based assessment, portfolios, student-designed assessments, etc., are regarded by many educators as more reflective of new curricular goals and methods of instruction. Some educators view alternative assessment as a better way to determine how well students are learning (and how effective instruction is) than traditional forms of assessment like multiple choice tests.

Charlotte Higuchi, third and fourth grade teacher at Farmdale Elementary School in Los Angeles, California, talks about sharing performance based assessment results with students and parents. Excerpted from the videoseries, *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (NCREL, 1991). [Slide Show, 423K]

The selection or design of particular forms of assessment depends partly on the specific purpose for assessing. Assessment's overall aim is to foster learning of worthwhile academic content for all students, and the most direct way that assessment serves this purpose is through its role in making decisions about curriculum and teaching. But schools have other purposes for assessment results. Often assessment results are used to assign students to certain groups or strands, and to determine if they should be promoted or graduated. Results of many assessments are used to determine student grades and to report student progress to parents, the principal, or other teachers (Crooks, 1988). Results of some assessments may be used to hold schools accountable to the public.

Alternative forms of assessment might best serve some of these purposes while more traditional forms could still serve others. Regardless of the purpose, however, the form of assessment used must reflect the content to be mastered and must be of high technical quality. The quality of information provided by classroom assessments is considered in more detail under the critical issues of "Designing or Selecting Appropriate Assessment Tasks" and "Ensuring the Technical Quality of Alternative Assessments."

The most important factors in determining technical quality are the reliability, validity, and fairness of classroom assessments. If the quality of an assessment is not ensured, grouping practices, and coverage and pacing decisions may be based on invalid estimates of students' capabilities. For example, sometimes grouping decisions reflect or reinforce racial and socioeconomic inequities, or the decisions might be based on prior achievement that was artificially low due to past limited opportunities to learn. In addition, grouping and pacing decisions based on test results are unfair if all students have not had an equal opportunity to learn.

Poor decision can also be made if attention is not paid to appropriateness of the form of assessment for the intended purpose of the assessment.

GOALS:

- Teachers develop classroom assessments that value the ability to apply knowledge by reasoning and solving novel problems as well as the acquisition of knowledge and low-level skills.
- Teachers better evaluate their own classroom assessment practices and instructional procedures, and how they affect student achievement.

Susan Watson, literature teacher at Verona Area High School in Verona, Wisconsin, talks about the value of informal assessment while working with small groups of students. Excerpted from the videoseries, *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (NCREL, 1991). [Slide Show, 513K]

- Teachers collect valid, reliable data to inform their instructional decisions.
- Administrators support and work with teachers to strengthen teaching through improved assessment practices.
- Students are involved in developing scoring criteria, self-evaluation, and goal setting, and view classroom assessment as appropriate reflections of what they are learning.
- Policymakers understand the impact of their external assessment decisions on classroom instruction.

ACTION OPTIONS:

- Grade-level and subject-specific teachers should work together to clarify the learning goals of their instruction and review their assessment practices to ensure that they reflect the intended learner outcomes (Fuchs, 1994; Elliott, 1994).
- Teachers should collectively examine the grouping and tracking practices in their school to determine whether these practices are appropriate and based on valid and reliable information.
- Teachers should discuss with colleagues their own informal assessments of individual students so that the knowledge base of all teachers is expanded.
- Teachers should share effective instructional practices and provide the assessment data used to determine the effectiveness of those practices.
- Teachers should have access to relevant information about other performance assessment activities, including on-line resources, among which is the Assessment Resource Library.
- Administrators should set aside a period for teachers to discuss their grading practices, educational priorities, and the expected standards of accomplishment (Driscoll, 1986).
- Students should be involved in the development of scoring criteria, and should learn to use those criteria for self-evaluation and goal setting.
- Educators and professional groups should inform policymakers about the need for external assessments that are closely aligned with the goals of educational reform.

IMPLEMENTATION PITFALLS: Alternative forms of assessment require knowledge and skills which most teachers have not had the opportunity to learn. Providing teachers with time for learning is essential to making changes in assessment practices that will support learning. Teachers will also need time to produce and implement the assessments. And, because integrating instruction and assessment requires coordination, teachers will need time to work with one another to share ideas and reach consensus. Because it requires adequate time to implement, alternative assessment will not be effective if it is an added responsibility for teachers. Priorities need to be rearranged so that teachers can spend less time on some things and more time on assessment.

Charlotte Higuchi, third and fourth grade teacher at Farmdale Elementary School in Los Angeles, California, talks about the complexity of using performance based assessments. Excerpted from the videoseries, *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (NCREL, 1991). [Slide Show, 468K]

Teachers will also need to work together to create a school environment that values good assessment practices. Conflict can result from implementing alternative forms of assessment in a school that is heavily dependent on traditional forms of instruction and assessment.

DIFFERENT POINTS OF VIEW: Some fear that placing too much emphasis on any form of assessment will result in educators "teaching to the test." In other words, when assessment results are used to make important decisions, there is a danger that instruction will narrowly focus on what is assessed while other important curricular goals and content are neglected (Romberg, Zarinnia, & Williams, 1989). All assessments include only a sample of the total content contained within a curriculum. Critics of multiple-choice tests, for example, suggest that the skills usually assessed by multiple-choice testing - the acquisition of factual information and the simple application of that information - became the focus of instruction at the expense of more substantial content. Alternative assessment attempts to remedy this situation by ensuring that the content of the assessment matches the most important content in the curriculum. But regardless of how much the content of an assessment is improved, when teachers narrowly focus on what is tested, the assessment results will only reveal the students' learning of the test content, not whether they could perform a related task in a different environment. For example, if instruction is focused on a skill that is a test requirement - such as writing a persuasive essay - the results of the test will reflect only the students' performance on this type of writing, not his/her general writing ability. This limitation is primarily a concern in one-shot, large-scale district or state testing situations where important decisions are based on a limited sample of student performance. In a classroom setting, teachers can continually assess student work over a long period without relying on the results of a single assessment.

ILLUSTRATIVE CASES:

The Vermont Portfolio Project

Thinker Tools II Project

The Key School and the Key Renaissance School, Indianapolis, Indiana

Measuring Up: Prototypes for Mathematics Assessment

Performance Assessment Sampler: A Workbook

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Date posted: 1995

Critical Issue: Assessing Young Children's Progress Appropriately

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ISSUE: School improvement emphasizes enhanced achievement for all children, but determining young children's achievement demands special consideration. Assessment of the progress and attainments of young children, 3 to 8 years of age, requires understanding that they grow and change rapidly, particularly in their social and emotional development; that they can be easily distracted by assessment procedures; and that they have little or no personal interest in being assessed. Given these characteristics, how can educators determine what the youngest children know and can do, and how can they use that information to carry out the aims of early childhood programs?

OVERVIEW: In recent years, teachers and administrators have recognized the problems unique to assessing young children. These problems arise from a combination of the developmental characteristics of 3- to 8-year-olds and the kind of curriculum that is appropriate in early childhood programs. Assessment processes traditionally accepted for older children are not developmentally appropriate assessment, nor are they sufficiently informative for assessing young children.

Abuses and misuses of tests for assessing young children have been documented (Meisels, 1987, 1989, 1993; Shepard, 1991, 1994). Excessive use of standardized tests is especially inappropriate (National Association for the Education of Young Children, 1987). Standardized achievement tests alone cannot fulfill the major purposes of assessment in programs for young children. Those purposes are: instructional planning and communicating with parents, identification of children with special needs, and program evaluation and accountability (Hills, 1992).

Concern about the role of assessment in improving early childhood education is part of the widespread conviction that much of standardized testing has served public elementary and secondary education poorly. In too many cases, narrowly conceived, multiple-choice or short-answer tests have overemphasized low-level reading, writing, and math skills isolated from a context of meaning. They have neglected the kinds of critical thinking and problem solving required for successful functioning currently and in the future. (See the Critical Issue: "Rethinking Assessment and Its Role in Supporting Educational Reform.")

Charlotte Higuchi, a third-grade teacher at Farmdale Elementary School in Los Angeles.

California, talks about the differences between standardized tests and developmentally appropriate assessment. [236k audio file] Excerpted from the video series *Schools That Work: The Research Advantage,* videoconference #4, *Alternatives for Measuring Assessment* (North Central Regional Educational Laboratory, 1992).

Influential professional associations such as the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education have issued position statements on assessment as an integral part of curriculum and instruction. These position statements offer guidance to school personnel who seek to improve school programs for the youngest students. Young children's thinking and learning are not compartmentalized into content areas, and their accomplishments in new learning are supported by their prior experiences and understandings. The way they learn, therefore, requires an integrated curriculum. The curriculum, in turn, requires that assessment procedures frequently sample a broad range of their performance in many learning contexts.

GOALS:

- Schools will integrate curriculum and assessment in educational programs for young children.
- Schools will adopt assessment practices that are developmentally appropriate for young children.
- The assessment procedures will fulfill all the major purposes of assessment in early childhood programs.
- Teachers will communicate to parents clear and full information about their children's progress.

  Anne Norford, principal of Brownsville Elementary School in Crozet, Virginia, talks about approaches to communicating with parents about their children's performance-based assessment. [416k audio file] Excerpted from a videotaped interview with Anne Norford (North Central Regional Educational Laboratory, 1992).

- School personnel will use assessment practices to benefit children through more individually appropriate instruction and/or special interventions to help them succeed.

ACTION OPTIONS:

- Engage teachers and administrators in determining what necessary assessment information (with regard to instructional planning and communicating with parents, identifying children who need supplements or alternatives to the program planned for typical children, and determining the worth of the program) is and is not available through their current assessment procedures.
- Evaluate current and proposed assessment programs in terms of criteria for quality and fairness.
- Eliminate routine use of standardized tests for all young children.

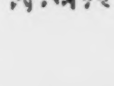
- Eliminate policies that assign children to extra-year programs on the basis of standardized test scores.
- Make teachers the primary assessors for the children they teach since it is they who will use assessment information to design instruction.
- Include in teacher evaluation and individual professional development plans, teachers' acquisition and use of the skills and knowledge to carry out developmentally appropriate assessment and a repertory of strategies for collecting, recording, and interpreting assessment information, including portfolios.
- Conduct a program evaluation to evaluate all components of the program, not just children's achievement.
- Provide basic information about assessment of young children to administrators so that they can fulfill their administrative responsibilities for assessment.
- Provide information about the rationale and implementation of the assessment program to those who have a stake in the assessment of young children, including parents, teachers, and children themselves.

IMPLEMENTATION PITFALLS: The differing beliefs and expectations about assessment among teachers, administrators, school board members, parents, and the community may make it difficult to elicit acceptance of developmentally appropriate assessment approaches.

Most teachers in early childhood classrooms lack systematic training in the new conceptions of assessment. They will need professional development opportunities to learn the new skills and knowledge, and they will need supervisory and administrative support as they attempt to implement alternative assessment. Administrative support will be essential if school board members and parents are to accept a new approach to assessment.

The assessment program adopted for early childhood programs should be based upon appropriate expectations for the learning and development of children in preschool, kindergarten, and primary years. Like curriculum standards, assessment standards should be articulated with programs that follow kindergarten (including any end-of-primary benchmarks) so that the entire elementary school experience is planned as a coherent whole. If not, markedly different expectations at the higher grade levels may predispose the preschool-through-primary program to perceived failure. Such a perception ultimately can result in a downward articulation of end-of-primary expectations to second grade and below.

Reform and improvement of assessment programs requires time and effort. There are likely to be some problems along the way, with consequent need to alter some of the original plans or work harder on implementation. If teachers, administrators, school board members, and parents except too much too soon, the reform and improvement movement may be abandoned prematurely as a failure in favor of a return to over-reliance on traditional formal testing, with the potential problems already cited.



DIFFERENT POINTS OF VIEW: Many people believe that formal testing is an absolute requirement for meaningful assessment of students. They believe that only scores on standardized tests can determine whether and how much students have learned and whether school programs are accountable. Those who emphasize the importance of standardized achievement tests may doubt teachers' abilities to be objective, and they place high value on comparisons of their particular students' achievement with the achievement of those in other schools or previous years.

Some teachers feel pressure from administrators or teachers of higher grades to give young children experience with standardized testing. Even if they have concerns about such tests, these teachers may feel an obligation to administer them.

School board members, elected officials, and high-level administrators must confront issues of accountability: Are school programs accomplishing their mission, and do they justify the public expenditures that support them? They may rely almost entirely on standardized testing programs to answer these questions, believing that the tests are objective and stringent and thus can lead to accurate inferences about student achievement.

Some teachers are concerned about alternative, performance-based assessment systems that require observation, recording, and narrative reports of children's progress. They may believe that their workload is already too great without additional assessment tasks. Even though the majority of teachers of young children distrust standardized tests for assessing achievement, they may be apprehensive about undertaking a new approach that demands new skills, new knowledge, and possibly more time.

Many parents have faith in standardized testing, which has been greatly emphasized by the media, elected officials, and public school educators during the last 15 or 20 years. Parents may object to changes in the ways teachers report to parents about children's performance, such as narrative reports or checklists instead of traditional letter grades. They may fear that alternative, performance-based assessment and narrative reports, instead of traditional report cards, signify lower standards.

ILLUSTRATIVE CASES:

Portofolio assessment of South Brunswick Public Schools, South Brunswick, New Jersey

Assessment at Valeska Hinton Early Childhood Education Center, Peoria, Illinois

The Primary Program: Growing and Learning in the Heartland

Project Construct, an early childhood program of integrated curriculum and assessment, developed by the Missouri Department of Elementary and Secondary Education

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Columbia, MO 65211
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Contact: Sharon Shattgen, Director, or Nancy Zguta, Assistant Director
E-mail: pcncwww@showme.missouri.edu
WWW: http://www.projectconstruct.org/

South Brunswick Board of Education
#4 Executive Drive
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South Brunswick, NJ 08852
(908) 297-7800; fax (908) 422-8054
Contact: Andrea Orlando, Staff Developer
E-mail: ABarrin216@aol.com

Valeska Hinton Early Childhood Center
800 W. 5th Street
Peoria, IL 61605
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610 University
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References

This Critical Issue was researched and written by Tynette W. Hills, an educational consultant based in Durham, North Carolina.

Date posted: 1997
Revised: 1999

Start Activity #3

Assessment Information

Group activity to acquaint participants with the three categories of data: outcome, demographic and process.

Activity 3: Assessment Information

Purpose:

- To acquaint participants with the three categories of data: outcome, demographic and process
- To identify assessment information available to classroom teachers
- To provide teachers with a list of questions to consider when choosing assessment instruments

Materials: Handouts on different types of data, Copy of reading standards, Overhead of questions

Time: approx. 45 minutes

Time/Materials	Steps
20 minutes Handouts on different types of data	1. Different Types of Data • Share with participants that there are three different types of data: outcome, demographic, and process. A description of each is included in the handouts for this activity. • Outcome data reflects on student achievement. It is basically the result of student performance of any measure. • Demographic data is all the variables about kids that aren't controlled by the school. For example, the number of students living in poverty, the number of Hispanic students, etc… • Process data is what happens to kids when they come to school. For example, how is the school organized, what is the curriculum, are the teachers effective, etc…?
	2. Available Information • Have participants break up into Twos or Threes. Each small group should take a look at the description for each type of data and list all of the information available. For each type of data group list all of the information available for each category. This is a list of *general information.*

Time/Materials	Steps
	For example, in the category of outcome data, items may include standardized test scores and portfolios. Demographic information may include attendance. • Have small groups report to larger group a few items from their list. Record on overhead.
25 minutes Copy of reading standards	3. Achievement of the Standard • Using the reading standard from Activity #1, participants now make a more specific list of the assessment tools they feel would best demonstrate whether or not a student has met the benchmark. These assessments may be currently in use in their district or state, or may be a "wish list." Individuals should then share with a partner or two and compare and discuss the assessment tools selected.
Overhead of questions	• Put the list of questions on the overhead. Inform participants that there are many assessment tools available and we have included a resource list in the appendix of the participants' materials. Not all effective assessments will be standardized or even developed by publishers. Some may be an "in house" test developed by a school, but in order to determine the effectiveness of any instrument, one must consider the following questions. • Groups should choose one of the assessments they listed and answer questions.
5 minutes	4. Closing the Activity • Pose this question to the group: How can this type of consideration of assessments help us ensure that all students have the opportunity to meet high standards?

Outcome Data

- Describes how a student or group of students is doing at a particular point in time.
- Communicates the degree to which a student or group of students has acquired specified knowledge, skills, and attitudes.
- Is measurable and quantifiable.

Demographic Data

- Helps the staff understand its students and their unique needs.
- Provides vital statistics regarding the students, their families, and the community.
- Identifies factors that must be considered in the staff's decision-making process.

Developed by the Southern California Comprehensive Assistance Center
Reading Success Network

Process Data

- Includes information related to the school's efforts to promote a high level of student achievement.
- Refers to variables over which the school has some degree of control.
- Helps the staff make effective decisions about curriculum, instruction, and assessment.

Outcome Data

Demographic Data

Process Data

Outcome Data

Achievement Data

- teacher-made tests
- minimum proficiency tests
- report card analysis
- exhibitions
- portfolios
- performance assessments
- advanced placement tests
- completion of University of California A-F requirements
- standardized tests
- departmental exams
- progress report analysis
- projects
- audiovisual productions
- honors class enrollment
- scholastic awards

Completion Rates

- graduation rate
- dropout rate
- promotion rate
- retention rate

Comparative Data

- matched scores
- to external standards
- among subgroups
- to external groups

Post Enrollment, K-8

- attendance and performance in subsequent grade levels

Post Enrollment, Secondary

- admission to and performance in post-secondary education
- completion of post-secondary education
- admission to and performance in the armed forces
- entrance in and performance in the workforce

Supplemental Data

- discipline referrals
- extracurricular activities
- suspensions
- expulsions

Demographic Data

(student)

Enrollment

- ethnicity
- primary language
- grade level
- special programs
- language proficiency
- gender
- categorical programs

Attendance

- daily rate of attendance
- truancy rate
- reasons for absences
- by period
- by subject matter
- tardiness rate
- mobility rate
- by teacher

Language Proficiency

- language proficiency level
- redesignation rate

Socioeconomic Status

- free/reduced lunch status
- social service support
- community employment figures
- caretaker employment
- AFDC status
- parent education level
- household income

Demographic Data

(family)

- status of primary caretaker
- family primary language
- size of family
- number of siblings
- nature and frequency of adult participation in school events
- nature and frequency of adult support at home

Demographic Data

(community and business)

- number of community and/or business organizations that provide support
- nature and frequency of community and/or business organizations' support
- nature and frequency of volunteer services

Process Data

Curriculum

- alignment with content standards, frameworks, reform documents, and other comparative documents
- dependency on textbooks
- consistency across similar grade levels, courses, and subject matter
- amount of time allotted to specified content
- alignment with content of external assessments

Instruction

- evidence of sound instructional strategies
- consistency across similar grade levels, courses, and subject matter
- amount of time allotted to specified instructional practices

Assessment

- nature of classroom assessment
- frequency of classroom assessment
- amount of time allotted to assessment
- alignment with external assessments
- consistency across similar grade levels, courses, and subject matter

Resources

(text books, supplemental books, technology, manipulatives, materials, equipment, supplies, and other instructional items)

- quantity
- accessibility
- quality
- appropriateness

Process Data

Staff

- number (certificated/classified)
- preservice training
- major/minor areas of study
- certifications/credentials
- years of service at school
- experience outside of education
- variety of positions
- years of teaching
- specialized training
- gender
- ethnicity
- age

Expectations

- level of expectation
- application to all students
- communication to others
- consistency among staff

Professional Development

- number of staff who participate
- relationship to long-range plans
- number of sessions attended
- process for selection training
- level of implementation
- follow-up support
- subjects addressed
- nature of training
- relationship to needs
- quality of training

School Organization

- organization of the school day
- time allotted to specific subjects
- organization of the staff
- accommodation to teacher collaboration
- decision making process
- use of facilities
- class size
- support services

Process Data

Parent Education and Involvement

- number and nature of parent education opportunities
- attendance for parent education opportunities
- evaluation of parent education opportunities
- number and nature of parent involvement opportunities
- parent satisfaction with parent involvement opportunities

Communication with Parents, Community, and Business

- nature and frequency of written and oral communication
- availability of communication in parent's primary language
- effectiveness of communication

What Should We Know About This Assessment Tool?

Before we come to any conclusions or make any decisions based upon an assessment tool, we should ask ourselves:

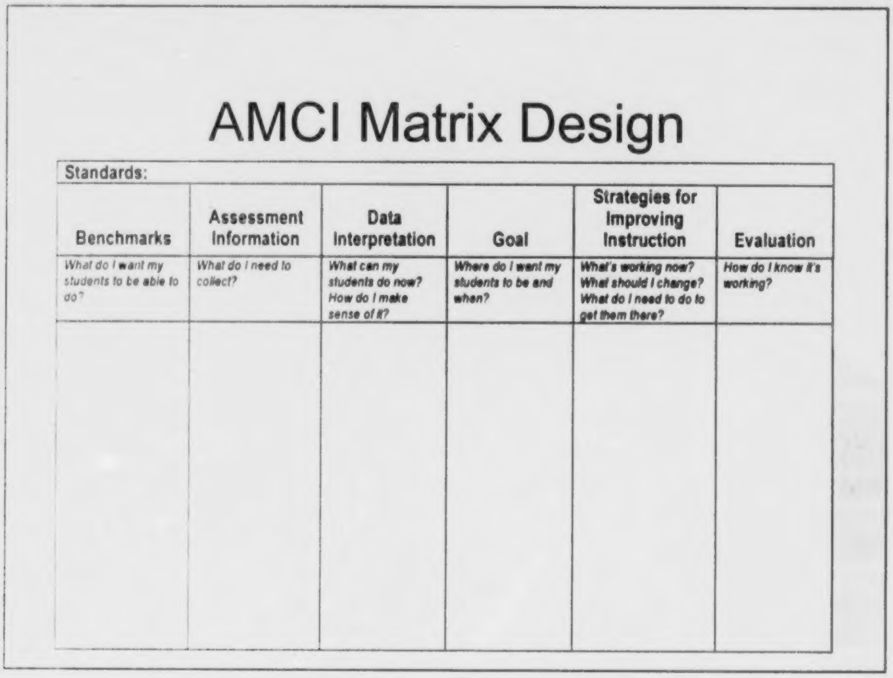
1. What is the purpose of this assessment tool and how will it help us improve instruction?
2. What are the strengths or benefits of this assessment tool?
3. What are the weaknesses or limitations of this assessment tool?
4. What variables other than the student's knowledge and skills may have affected his/her performance?
5. What variables other than the student's knowledge and skills may have affected our perception of the student's performance?
6. What will we do differently the next time we use this assessment tool?

Start the **PowerPoint** with **slide #17.**

Present slides #17 - #19.

STOP the **PowerPoint** **after** **slide #19.**

Slide #19 is titled **"Data Interpretation"**.



AMCI Matrix Design

Standards:					
Benchmarks	**Assessment Information**	**Data Interpretation**	**Goal**	**Strategies for Improving Instruction**	**Evaluation**
What do I want my students to be able to do?	*What do I need to collect?*	***What can my students do now? How do I make sense of it?***	***Where do I want my students to be and when?***	***What's working now? What should I change? What do I need to do to get them there?***	***How do I know it's working?***

> Click for text

Point out the areas that have already been discussed.
Say, "Now, let's move on through the rest of the matrix."

>Click for next slide.

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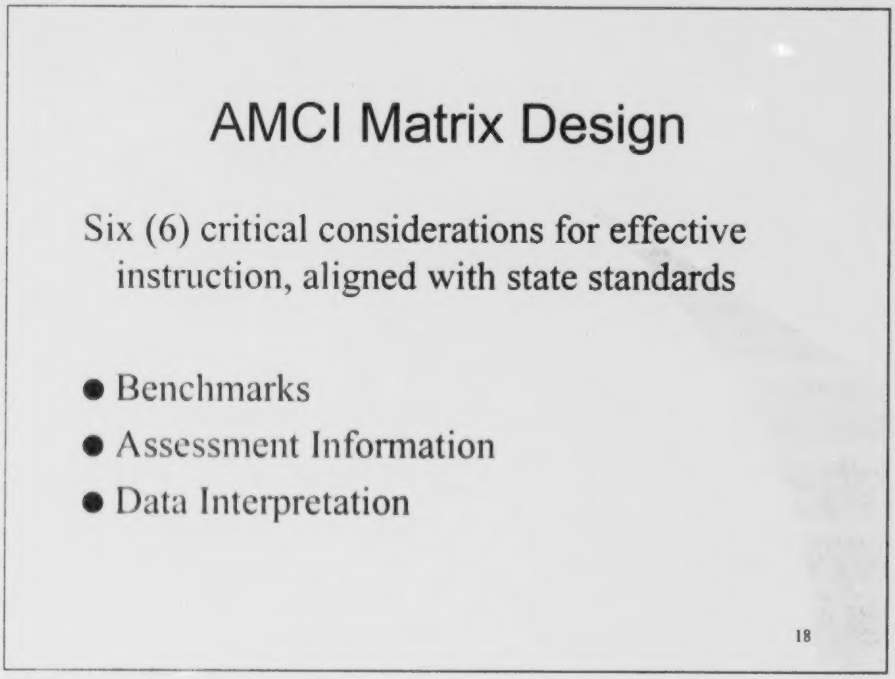


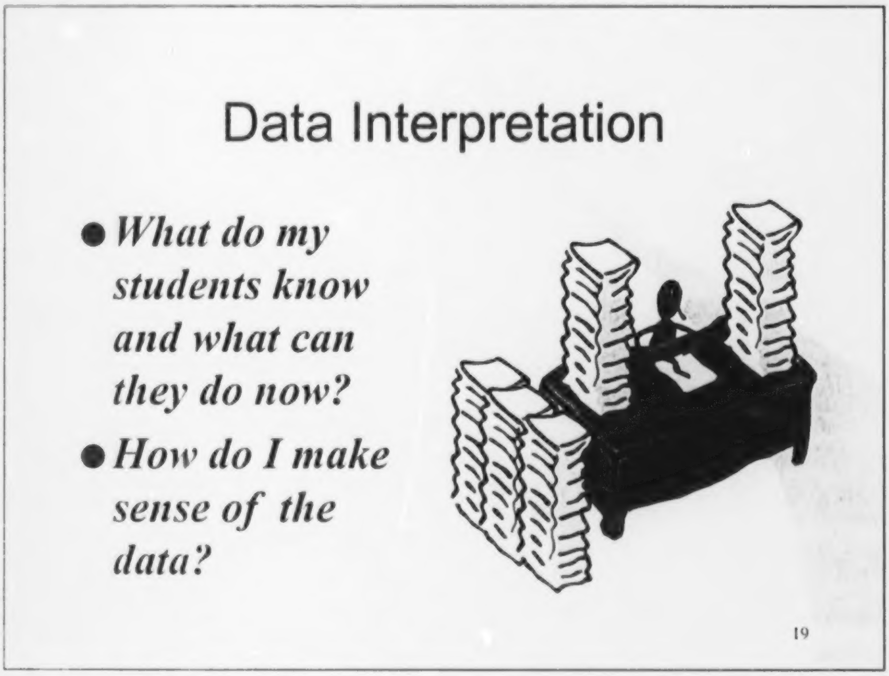
AMCI Matrix Design

Six (6) critical considerations for effective instruction, aligned with state standards

- Benchmarks
- Assessment Information
- Data Interpretation

Say, " We have collected assessment information, now let's see what it tells us by looking at Data Interpretation."

>Click for next slide.



Data Interpretation

- ***What do my students know and what can they do now?***
- ***How do I make sense of the data?***

>Click for graphic

>Click for text.

Say, "Most teachers already have a good sense of this, but a closer look at all available data can lead to important discoveries. In this area, we want to look at outcome data, demographic data, and process data.

>Click for text.

Say, "Here we might ask some basic, but important questions:

Is the data in a form useful to the teacher in planning for instruction?

Is there enough data to help form a picture or is there too much to wade through?

What kinds of help or resources are available to the teacher in making sense of the data?"

>Start Activity #4.

Start Activity #4

Data Interpretation

Participants will begin to look at both large-scale and small-scale/authentic assessments and the information which the data provide.

Activity #4: Data Interpretation

Purpose: To build an understanding of the many considerations which come into play when thinking about assessment, assessment information, and how it may be used to guide and strengthen classroom instruction.

Materials: Sample test data from large-scale samples, article on retelling, sample data for retelling, chart pack or blank overheads, complete matrix, data interpretation worksheet, and guiding questions

Time: 1½ hours

Time / Materials	Steps
5 minutes	1. The Importance of Data Interpretation • Tell participants that Data Interpretation is the most critical part of the AMCI. Organizing and making sense of the data and still having time to be a teacher is a feat in itself. Our goal is to provide enough information and organizational tools that help to create a picture of a classroom with the data. In the activities for Data Interpretation, we will look at several different ways to organize data and practice determining which is the most effective for various types of data. • A note to the trainer—Because states vary in the type of data that is reported on students, we have included activities for both standards-based test data and norm referenced test data. Please inform participants that the matrices for organizing different types of data may need to be tailored to fit different needs. We have included several that will hopefully fulfill many different needs. Teachers may need to create their own organizers for specialized tests they use in the classroom.

Time / Materials	Steps
1 hour and 20 minutes	2. How Useful is This Assessment Data?
Sample test data from large-scale samples (pages 117-128)	• Participants should choose to work with the type of data that is reported in their state. Let participants know that they may have to fill in some gaps in information about the sample data.
	• Participants should form pairs and discuss the following questions: - What is the purpose of this assessment? - What can we learn about what these students know and can do from this data? - How can we organize this data to reveal this information?
	• Ask participants, "What other types of assessments might give you more useful information?"
	• Standardized tests may not give us the *most* useful data for making instructional decisions, but because we know they are not going away, it is important that we learn to use them in ways that benefit us as teachers and our students in their achievement of success. There are many types of tools teachers use in the classroom to assess student progress. These can be used to make instructional decisions. As assessment becomes a way of life for us as teachers, it is important that we be sure that our assessments are also good instructional tools. We have provided resources for these types of assessments in our appendix for reading and are working on a collection of resources for math as well. Many of these books can be checked out from our resource lending library through our Website. Let's take a look at some assessment information from a retelling for reading comprehension. We have both elementary and secondary information so choose the set of data that best suits your needs. This is an assessment that has many different styles for reporting information but it is one of those that we feel falls in the category of being good instruction as well.

Time / Materials	Steps
Article on retelling sample data for retelling chart pack or blank overheads	• Participants read section from article, "Retelling: Reading Assessment That's Also Good Instruction." • Ask for response to article. • Have participants break into pairs to discuss data. Point out questions on handout to guide data analysis. Recommend that participants use an organizer to look at data. Have participant record how they organize the data on either a chart pack or blank overhead. Refer to WS 3 in participants' materials. • Participants share generalizations taken from data. • "Our next step will be to look at some of your own data, discuss how you might organize it to make decisions, then complete the matrix process using sample data as example and your own data as practice."
Complete matrix Data Interpretation worksheet from the Teacher's Handbook, and guiding questions	3. Using Your Own Data • We will now walk through the matrix to the Data Interpretation section. We will be working a little bit backwards because usually, one would start with a standard and benchmark and then select the assessment tool, but for our purposes, we will fill in the beginning of the matrix and worksheets according to the data you brought with you today. • Fill in the standards and benchmark this tool assesses. Use WS 1. • Consider what assessment data is already available to you and what you need to collect. Generally, this section may take a little looking into to find some assessments that are also good instruction. Use WS 2. • Now you have come to the data interpretation section. Use any organizers, and question guides to help you in the process. Record your findings on WS 3. • What difficulties did you encounter in looking at your data? • What questions or issues does this raise for you about using assessment to inform instruction?

Large-Scale Data Samples

The following sample data are from a low-scoring, high-poverty school. There are data from two assessments on both a third-grade and a sixth-grade class. The first page in both is the Stanford Achievement Test, Ed. 8, given in the spring, which gives a percentile score for both reading and math. The other two pages are a level test, also given in the spring, which reports a RIT score and a percentile and also breaks up student performance by specific skill areas.

ROSTER OF TEST RESULTS

Stanford Achievement Test: 8th Ed, 1991 Norms

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FORM : J PAGE
LEVEL : P3A 1
GRADE : 3 SPR
TEST DATE 03/30/98
RUN DATE 05/01/98

TEACHER : ****************
SCHOOL :
DISTRICT :
FILENAME : RSSAT Entire 3rd grade

		READ COMP	MATH APPL	BIRTHDATE
1 PR	M	15	5	09/06/88
2 PR	M	4	37	11/12/88
3 PR	M	50	40	04/01/89
4 PR	F	13	69	12/11/88
5 PR	M	34	62	10/17/88
6 PR	F	24	54	09/05/88
7 PR	M	39	51	10/19/88
8 PR	F	2	16	05/09/89
9 PR	M	70	81	11/27/88
10 PR	M	65	44	10/29/88
11 PR	F	34	31	07/14/88
12 PR	M	3	3	10/19/88
13 PR	M	6	3	10/19/88
14 PR	F	10	21	06/28/89
15 PR	F	13	1	02/18/89
16 PR	M	4	3	01/04/89
17 PR	F	18	40	01/11/89
18 PR	M	53	92	05/24/89
19 PR	F	10	13	03/29/89

Third Grade

Achievement Level Test Results

Class Report

Page: 2

Spring 1998

Class : 0018

Reading

ID Number	Name	Grade	Test Form	RIT	Score Range	PCTL	PCTL Range	Goal Performance			
1 520219074		3	303*3	173	172-175	9 M	8-10	Lo	Lo	Lo	Lo
2 520213489		3	304	187	185-188	25 M	22-27	Av	Lo	Lo	Lo
3 520230470		3	303	196	194-198	44 M	39-49	Av	Av	Av	Av
4 520214673		3	333*3	184	182-185	21 F	18-22	Lo	Lo	Lo	Av
5 520210807		3	305*3	197	195-199	47 M	42-52	Av	Av	Av	Av
6 520292714		3	304	191	190-193	33 F	31-37	Av	Lo	Lo	Lo
7 520294636		3	304*4	193	192-195	37 M	35-42	Av	Av	Lo	Av
8 520255497		3	301	176	174-178	11 F	10-13	Lo	Lo	Lo	Lo
9 520293724		3	306	209	207-210	79 M	74-81	Hi	Hi	Hi	Av
10 520293744		3	304	193	192-195	37 M	35-42	Lo	Lo	Av	Av
11 520274330		3	304*4	200	198-202	55 F	49-60	Av	Hi	Av	Lo
12 520213126		3	301*3	156	155-158	2 M	1-2	Lo	Lo	Lo	Lo
13 520219347		3	301	test too difficult		M					
14 520238760		3	302*3	179	177-181	14 F	12-16	Lo	Lo	Lo	Lo
15 520217266		3	304	191	190-193	33 F	31-37	Lo	Lo	Av	Av
16 520215977		3	322*3	179	178-180	14 M	13-15	Av	Lo	Lo	Lo
17 521693939		3	304*3	189	187-191	29 F	25-33	Av	Lo	Lo	Lo
18 520232317		3	305	201	199-202	57 M	52-60	Hi	Av	Av	Av
19 520230573		3	303	192	190-194	35 F	31-39	Lo	Av	Av	Hi

	RIT	WORD KNOW.	LITERAL COMP	INTERP.COMP	EVAL. COMP
Number of Students Marked 'Lo'		8	11	10	9
Number of Students Marked 'Av'		8	5	7	8
Number of Students Marked 'Hi'		2	2	1	1
Class Average	188	190	186	188	188
Standard Deviation	11.92	11.87	12.69	12.87	16.43

Report Date : 6/1/98

Goal Scores:

Hi = Percentile scores > 66

Av = Percentile scores between 66 and 33

Lo = Percentile scores < 33

SC (Special Code) :

2 = ESL Exempt
4 = Sp.Ed. Exempt
5 = Sp. Ed. Modify
6 = Other
7 = Invalid
8 = Out of Level

Note: Since all test scores have some expected error, we suggest the use of score ranges for making your educational decisions. Toward this end, we provide the SCORE RANGE and PCTL RANGE. above:

SCORE RANGE is a range of scores around the student's observed score. If a student were given another level test, his/her score would be within this range most of the time. Based on the test results, students whose score ranges overlap greatly are performing at about the same level.

PCTL RANGE shows the same information as the score range, but in percentile form, for those who are more comfortable using percentile rankings.

Scoring and Reporting System by: NWEA

3rd Grade

Achievement Level Test Results

Page: 2

Class Report

Spring 1998

Class : 0018

Mathematics

	ID Number	Name	Grade	Test Form	RIT	Score Range	PCTL	PCTL Range	Goal Performance							
1	520219074		3	302*3	too many omits on test											
2	520213489		3	305	201	199-202	59 M	53-62	Hi	Av	Av	Av	Av	Av	–	–
3	520230470		3	304	202	201-204	62 M	59-68	Hi	Hi	Av	Lo	Av	Hi	–	–
4	520214673		3	322*3	190	189-191	27 F	25-30	Lo	Lo	Lo	Hi	Lo	Av	–	–
5	520210807		3	302*3	192	191-194	32 M	30-38	Lo	Hi	Lo	Lo	Lo	Av	–	–
6	520292714		3	303	199	198-201	53 F	50-59	Lo	Hi	Av	Av	Lo	Av	–	–
7	520294635		3	302*4	185	183-186	17 M	14-19	Lo	Lo	Lo	Lo	Lo	Av	–	–
8	520255497		3	301	192	190-195	32 F	27-41	Lo	Lo	Av	Lo	Lo	Av	–	–
9	520293724		3	305	206	204-207	74 M	68-77	Hi	Av	Av	Hi	Av	Hi	–	–
10	520293744		3	304	197	195-198	47 M	41-50	Av	Av	Lo	Hi	Lo	Hi	–	–
11	520274330		3	304*4	200	199-202	56 F	53-62	Lo	Hi	Av	Hi	Lo	Hi	–	–
12	520213126		3	301*3	173	172-175	5 M	4-6	Lo	Lo	Lo	Lo	Lo	Lo	–	–
13	520219347		3	302	171	170-173	4 M	3-5	Lo	Lo	Lo	Lo	Lo	Lo	–	–
14	520238760		3	303*3	185	184-187	17 F	16-21	Lo	Lo	Av	Lo	Av	Lo	–	–
5	520217266		3	301	188	186-190	23 F	19-27	Lo	Av	Lo	Lo	Lo	Av	–	–
6	520215977		3	302*3	189	188-191	25 M	23-30	Lo	Lo	Lo	Lo	Lo	Lo	–	–
7	521693939		3	304*3	197	195-198	47 F	41-50	Av	Lo	Lo	Hi	Av	Av	–	–
8	520232317		3	304	205	203-206	71 M	65-74	Av	Hi	Av	Hi	Hi	Hi	–	–
19	520230573		3	302	188	187-190	23 F	21-27	Lo	Lo	Lo	Lo	Lo	Av	–	–

	RIT	PROBLEMSOLV	NUMBERCONC	COMPUTATION	GEO/MEASURE	STATS/PROB	PATT/FUN/ALG	ALGEBRA	GEOMETRY
Number of Students Marked 'Lo'		12	9	10	10	12	4	0	0
Number of Students Marked 'Av'		3	4	8	2	5	9	0	0
Number of Students Marked 'Hi'		3	5	0	6	1	5	0	0
Class Average	192	189	191	190	194	191	197	0	0
Standard Deviation	9.58	13.00	14.84	9.16	13.58	12.26	10.14	0.00	0.00

Report Date : 6/1/98

Goal Scores:

Hi = Percentile scores > 66
Av = Percentile scores between 66 and 33
Lo = Percentile scores < 33

SC (Special Code) :

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Scoring and Reporting System by: NWEA

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PCTL RANGE shows the same information as the score range, but in percentile form, for those who are more comfortable using percentile rankings.

3rd Grade 149 BEST COPY AVAILABLE

ROSTER OF TEST RESULTS
Stanford Achievement Test: 8th Ed, 1991 Norms

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TEACHER	: *****************	FORM : J	PAGE
SCHOOL	:	LEVEL : I3	1
DISTRICT	:	GRADE : 6 SPR	
FILENAME	: RSSAT Entire 6th grade	TEST DATE 03/30/98	
		RUN DATE 05/01/98	

		READ COMP	MATH APPL	BIRTHDATE
1 PR	F	68	77	06/27/86
2 PR	F	65	66	02/25/86
3 PR	F	85	97	09/18/85
4 PR	F	43	66	12/15/85
5 PR	F	65	42	01/23/86
6 PR	F	27	10	03/28/86
7 PR	F	27	30	04/03/86
8 PR	F	43	23	12/18/85
9 PR	M	1	1	08/29/86
10 PR	M	74	77	10/22/85
11 PR	M	35	93	03/04/86
12 PR	M	85	93	01/04/86
13 PR	M	31	42	07/25/86
14 PR	M	71	93	03/31/86
15 PR	M	74	83	09/10/85
16 PR	M	93	70	05/23/86
17 PR	M	38	98	08/13/86

Sixth Grade

Achievement Level Test Results

Class Report

Spring 1998

Page: 4

Class : 0022

Reading

ID Number	Name	Grade	Test Form	RIT	Score Range	PCTL	PCTL Range	Goal Performance			
520087039		6	306	221	219-223	64 F	58-70	Hi	Av	Hi	Av
520251393		6	307*4	221	220-223	64 M	61-70	Hi	Av	Hi	Av
520064370		6	388*3	231	230-232	90 F	88-91	Hi	Hi	Hi	Hi
529553292		6	307*4	228	227-230	84 F	82-88	Hi	Hi	Hi	Hi
520216118		6	306*3	212	210-214	38 M	33-43	Lo	Av	Av	Av
520080251		6	306*3	206	204-207	24 F	21-26	Lo	Lo	Lo	Lo
141000115		6	306*3	212	210-214	38 F	33-43	Lo	Av	Lo	Av
520295733		6	306	210	208-212	33 F	28-38	Av	Av	Av	Lo
550999871		6	303	181	180-183	2 F	2-3	Lo	Lo	Lo	Lo
520081752		6	388*4	221	220-222	64 F	61-68	Av	Av	Hi	Av
520237426		6	306	219	217-220	58 M	52-61	Av	Av	Av	Av
520066415		6	307*4	226	224-228	79 M	73-84	Hi	Hi	Hi	Av
156000145		6	307*3	215	213-216	46 M	40-49	Av	Av	Av	Av
520080925		6	308	236	235-238	96 F	95-97	Hi	Hi	Hi	Hi
520080143		6	307	224	222-225	73 F	68-76	Hi	Av	Av	Hi
28880121		6	307	223	221-224	70 F	64-73	Hi	Av	Hi	Hi
520195856		6	307	217	215-219	52 F	46-58	Hi	Av	Av	Av

	RIT				
Number of Students Marked 'Lo'		4	2	3	3
Number of Students Marked 'Av'		4	11	6	9
Number of Students Marked 'Hi'		9	4	8	5
Class Average	217	217	216	219	217
Standard Deviation	11.89	10.56	14.75	14.28	11.40

WORD KNOW.
LITERAL COMP
INTERP.COMP
EVAL. COMP

Report Date : 6/1/98

Goal Scores:

Hi = Percentile scores > 66
Av = Percentile scores between 66 and 33
Lo = Percentile scores < 33

SC (Special Code) :

2 = ESL Exempt
4 = Sp.Ed. Exempt
5 = Sp. Ed. Modify
6 = Other
7 = Invalid
8 = Out of Level

Note: Since all test scores have some expected error, we suggest the use of score ranges for making your educational decisions. Toward this end, we provide the SCORE RANGE and PCTL RANGE above:

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Scoring and Reporting System, Inc.
NWEA

6th Grade

Achievement Level Test Results

Class Report

Page: 4

Spring 1998

Class : 0022

Mathematics

ID Number	Name	Grade	Test Form	RIT	Score Range	PCTL	PCTL Range	Goal Performance							
520087039		6	605	220	218-221	54 F	49-57	Av	Av	Av	Av	Av	Av	–	–
520251393		6	606*4	226	224-227	69 M	64-71	Hi	Av	Hi	Hi	Av	Av	–	–
520064370		6	608*3	240	239-242	92 F	91-93	Hi	Hi	Hi	Hi	Hi	Hi	–	–
529553292		6	605*4	222	220-223	59 F	54-61	Av	Av	Hi	Lo	Av	Av	–	–
520216118		6	606*3	221	220-223	57 M	54-61	Hi	Av	Av	Av	Av	Hi	–	–
520080251		6	604*3	201	200-203	13 F	12-16	Lo	Lo	Lo	Lo	Lo	Lo	–	–
141000115		6	604*3	203	201-204	16 F	13-18	Lo	Lo	Lo	Lo	Lo	Lo	–	–
520295733		6	604	205	203-206	19 F	16-22	Lo	Lo	Av	Lo	Lo	Lo	–	–
550999871		6	602	187	185-188	3 F	2-3	Lo	Lo	Lo	Lo	Lo	Lo	–	–
520081752		6	606*4	234	232-235	84 F	81-86	Hi	Hi	Hi	Hi	Hi	Hi	–	–
520237426		6	607	229	227-230	75 M	71-77	Av	Hi	Hi	Hi	Hi	Av	–	–
520066415		6	606*4	230	229-232	77 M	75-81	Av	Hi	Hi	Av	Hi	Av	–	–
156000145		6	606*3	218	216-219	49 M	45-52	Lo	Av	Av	Av	Av	Av	–	–
520080925		6	606	228	227-230	73 F	71-77	Hi	Hi	Hi	Av	Av	Av	–	–
520080143		6	606	219	217-220	52 F	47-54	Hi	Lo	Av	Av	Av	Lo	–	–
28880121		6	605	219	217-220	52 F	47-54	Hi	Lo	Hi	Av	Av	Av	–	–
520195856		6	607	229	228-231	75 F	73-79	Av	Hi	Hi	Hi	Av	Hi	–	–

Number of Students Marked 'Lo'		5	6	3	5	4	5	0	0
Number of Students Marked 'Av'		5	5	5	7	9	8	0	0
Number of Students Marked 'Hi'		7	6	9	5	4	4	0	0
Class Average	219	221	216	223	219	219	216	0	0
Standard Deviation	13.12	16.00	18.41	15.99	13.27	12.04	11.67	0.00	0.00

PROBLEMSOLV
NUMBERCONC
COMPUTATION
GEO/MEASURE
STATS/PROB
PATT/FUN/ALG
ALGEBRA
GEOMETRY

Report Date : 6/1/98

Goal Scores:

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Av = Percentile scores between 66 and 33
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Scoring and Reporting System by NWEA

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1999 Oregon Statewi ssessment Program
Preliminary Math Problem-Solving Class Roster

Cds Code : 22-129-210
District :
School :

Report Date : 14-Mar-99
Grade : 05
Teacher :
Period: 1

Student Name	Gender	Performance on State Standard	Composite Score	Accuracy		Conceptual Understanding		Process and Strategies		Communication		Verification		Special Codes
AD	F	D	13	1	1	2	1	2	1	2	3	NE	NE	
BA	M	D	21	1	1	3	3	3	3	3	4	NE	NE	5
BR	M	M	34	5	5	4	4	4	4	4	4	NE	NE	
CA	M	D	18	1	1	3	2	3	2	3	3	NE	NE	
DI	F	D	21	2	2	3	3	3	3	2	3	NE	NE	
DO	F	M	33	5	5	4	4	4	4	3	4	NE	NE	
ED	F	D	21	1	1	3	3	3	3	3	4	NE	NE	
GI	F	D	15	1	1	2	2	2	2	2	3	NE	NE	1
GO	F	M	34	5	5	4	4	4	4	4	4	NE	NE	
GR	F	C	31	4	4	4	4	3	4	4	4	NE	NE	
JA	M	D	13	1	1	2	2	1	2	2	2	NE	NE	5
JE	M	D	18	1	1	3	2	3	2	3	3	NE	NE	
KN	F	M	34	5	5	4	4	4	4	4	4	NE	NE	
MI	M	M	34	5	5	4	4	4	4	4	4	NE	NE	
MO	F	M	38	5	5	4	5	4	5	5	5	1	1	
PE	F	M	33	5	5	4	4	4	4	3	4	2	2	
RO	M	M	33	5	5	4	4	4	4	3	4	NE	NE	
SE	M	M	37	5	5	5	4	5	4	5	4	NE	NE	
SM	F	M	34	5	5	4	4	4	4	4	4	NE	NE	
WE	M	M	34	5	5	4	4	4	4	4	4	NE	NE	
WI	M	M	32	5	5	4	4	3	4	3	4	NE	NE	

Performance on State Standard Codes: E = Exceeds Standard; M = Meets Standard; C = Conditionally Meets Standard; D = Does Not Yet Meet Standard

Special Codes:
BL = Blank
OT = Off Task
MISC = Miscellaneous (Illegible, or not able to be scored)

1 Absent
2 Exempted - LEP
3 Modified - LEP
4 Exempted - Special Education
5 Modified - Special Education
6 Home-Schooled/Not Enrolled
7 Other
8 Withdrawn from the school

NE = No Evidence: The paper did not contain enough information for the rater to provide a score.

Accuracy:
1 = Not Correct
2 = Correct but not supported
4 = Essentially Correct
5 = Precisely Correct

OREGON+ ONE POIN' TIME GOAL REPORT

SCHOOL:
CLASS:Grade 5
NORM GROUP: Oregon

DATE:Spring 1999
SUBJECT:Mathematics
ORDER:By Name

Name	Grd	PCT Correct	RIT Score	POP Score	Oregon %tile	Overall♦ Score	CALC/EST	MEASURMT	STAT/PRB	ALG RELA	GEOMETRY
Ad	5	27*	200	33	6	Below	Below	Below	Below	Below	Below
	5	60	217	49	44	Meets	Below	Below	Meets	Meets	Exceeds
Ba	5	25*	199	32	5	Below	Below	Below	Below	Below	Below
Br	5	60	206	39	16	Below	Below	Below	Below	Below	Exceeds
	5	80	227	58	77	Meets	Meets	Meets	Exceeds	Meets	Exceeds
Ca	5	41	208	41	20	Below	Below	Below	Meets	Below	Below
	5	58	215	47	38	Meets	Meets	Meets	Meets	Below	Below
	5	88	223	55	63	Meets	Exceeds	Meets	Meets	Meets	Meets
	5	73	223	55	63	Meets	Meets	Meets	Meets	Meets	Exceeds
	5	38	206	39	16	Below	Below	Below	Meets	Below	Below
	5	70	211	43	27	Below	Below	Below	Exceeds	Below	Below
Di	5	56	215	47	38	Meets	Below	Meets	Below	Below	Meets
Do	5	58	216	48	41	Meets	Meets	Below	Meets	Below	Below
Ed	5	28*	201	34	8	Below	Below	Below	Below	Below	Below
	5	60	217	49	44	Meets	Meets	Meets	Below	Meets	Below
Go	5	28*	202	35	9	Below	Below	Below	Below	Below	Below
	5	73	212	44	30	Below	Below	Meets	Meets	Below	Below
Gr	5	71	223	55	63	Meets	Below	Exceeds	Meets	Meets	Meets
	5	35	205	38	14	Below	Below	Below	Below	Below	Below
	5	35	205	38	14	Below	Below	Below	Below	Below	Below
Ja.	5	45	199	32	5	Below	Below	Below	Below	Below	Below
	5	Absent									
Je	5	51	212	44	30	Below	Below	Below	Meets	Below	Below
	5	73	223	55	63	Meets	Meets	Meets	Meets	Meets	Exceeds
	5	85	220	52	54	Meets	Meets	Meets	Meets	Exceeds	Meets
Kn	5	47	211	43	27	Below	Meets	Below	Meets	Below	Below
	5	42	209	42	22	Below	Below	Below	Meets	Below	Meets
	5	61	217	49	44	Meets	Meets	Meets	Meets	Below	Meets
	5	80	228	59	79	Meets	Exceeds	Meets	Meets	Meets	Meets
	5	97	248	78+	99	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
Mi	5	51	212	44	30	Below	Meets	Below	Below	Below	Meets
Mo	5	82	229	60	82	Meets	Exceeds	Meets	Meets	Exceeds	Meets
	5	37	206	39	16	Below	Below	Below	Below	Below	Below
	5	68	209	42	22	Below	Below	Meets	Below	Below	Meets
	5	58	205	38	14	Below	Below	Below	Meets	Below	Below
	5	Exempted - Students with Disabilities									
Pe	5	44	209	42	22	Below	Below	Below	Below	Below	Below
	5	57	215	47	38	Meets	Below	Below	Meets	Meets	Meets
	5	50	212	44	30	Below	Below	Below	Meets	Below	Meets
	5	38	195	28	2	Below	Below	Below	Below	Below	Below
Ro	5	55	214	46	35	Below	Meets	Below	Meets	Meets	Below
	5	30*	192	25	1	Below	Below	Below	Below	Below	Below

Grade	2	3	4	5	6	7	8	9	10
Meets	191	202	209	215	221	226	231	236	239

PRINTED:05[illegible]-1999

♦The State S[illegible]d applies only to the Overall Score. The information provided for Goal Performance [illegible]nded to show areas of individual strength or weakness.

OREGON+ ONE POIN TIME GOAL REPORT

SCHOOL:
CLASS:Grade 5
NORM GROUP: Oregon

DATE:Spring 1999
SUBJECT:Mathematics
ORDER:By Name

Name	Grd	PCT Correct	RIT Score	POP Score	Oregon %tile	Overall* Score	CALC/EST	MEASURMT	STAT/PRB	ALG RELA	GEOMETRY
Se	5	78	227	58	77	Meets	Exceeds	Meets	Meets	Meets	Meets
	5	49	211	43	27	Below	Below	Below	Below	Meets	Below
	5	63	207	40	18	Below	Meets	Below	Below	Below	Below
Sm	5	47	211	43	27	Below	Meets	Below	Below	Below	Below
	5	50	201	34	8	Below	Below	Meets	Below	Below	Below
	5	92	238	69+	96	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds
	5	75	213	45	32	Below	Exceeds	Meets	Meets	Below	Below
	5	45	199	32	5	Below	Below	Below	Below	Below	Below
	5	85	220	52	54	Meets	Meets	Meets	Meets	Meets	Exceeds
	5	Absent									
	5	47	211	43	27	Below	Below	Below	Below	Below	Below
	5	Not Tested									
Wc	5	83	218	50	47	Meets	Below	Exceeds	Meets	Exceeds	Below
	5	65	208	41	20	Below	Below	Below	Below	Exceeds	Meets
Wi	5	57	215	47	38	Meets	Meets	Below	Meets	Below	Below
AVERAGES			212.7	45.0			212.8	214.1	213.3	212.1	213.7
NUMBER EXCEEDS			2				7	4	3	6	8
NUMBER MEETS			19				15	17	27	13	14
NUMBER BELOW			32				31	32	23	34	31

127

+ Meets or exceeds Oregon requirements for inital TAG screening for current year
* Percent correct below the optimum range for this test
# Excluded from averages (Home schooled, modified administration, or exempted)

Grade	2	3	4	5	6	7	8	9	10
Meets	191	202	209	215	221	226	231	236	239

PRINTED:05 ˉ-1999

*The State S .d applies only to the Overall Score. The information provided for Goal Performance nded to show areas of individual strength or weakness.

157

158

PRINTED: 05-26-1999

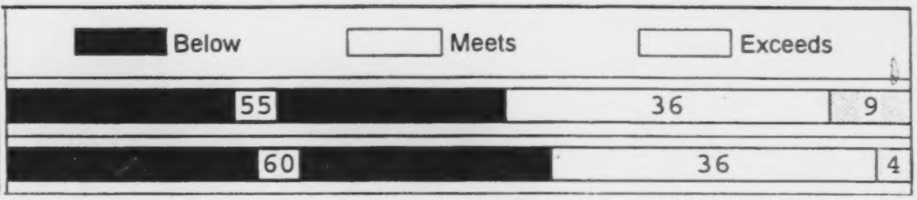
SCHOOL:

DATE: Spring 1999

CLASS: Grade 5 GRADE: 5 TEACHER:

OREGON+ TESTS TEACHER REPORT

Subject	Class Average	District Average	Oregon Average
Reading	213	213	218
Math	213	212	218



EXPLANATION OF THE TEST SCORES

Exclusions	Your averages and percentages don't include scores for special education students, students with limited English proficiency, home schooled students, or tests marked invalid.
RIT-Score	This measure shows how far the student has progressed towards the standard.
Class Average	The average of the RIT-Score for your students.
District Average	The average of the RIT-Score for all students in your district in this grade.
Oregon Average	The meets or exceeds average of the RIT-Scores for all students in Oregon in this grade. (Estimated for grades 2, 4, 6, 7, 9, 11 and 12)

GOAL PERFORMANCE*

Class*	District*	
		Goals tested in READING:
42	40	1. Word Meaning: Identify the meaning of words directly and from context.
40	40	2. Locating Information: Locate information in standard reference sources.
46	44	3. Literal Comprehension: Comprehend literal meanings and explicit content of written materials.
42	42	4. Inferential Comprehension: Infer implied meanings from content, style, and organization.
45	42	5. Evaluative Comprehension: Evaluate the intent, validity and worth of written materials.
51	48	6. Literary Forms: Identify the common literary forms and gendre.
47	46	7. Literary Elements: Identify common literary elements and devices.
		Goals tested in MATHEMATICS:
41	41	1. Calculation & Estimation: Use operations with whole number and rational number systems.
40	39	2. Measurement: Compare measurment properties of objects and computes area and perimeter.
57	52	3. Statistics & Probability: Solve problems with graphs, statistics, probability and data analysis.
36	35	4. Algebraic Relationships: Use algebra and number sentences to describe math relationships.
41	41	5. Geometry: Compare the shape, orientation, and size of objects.

* percent that meets or exceeds the standard. (Fall reports use the spring standard for the **previous grade** to make a fair comparison.)

OREGON STANDARDS BY GRADE

	3	4	5	6	7	8	9	10
Reading	201	208	215	221	226	231	236	239
Mathematics	202	209	215	221	226	231	236	239

*The State Standard applies only to the Overall Score. The information provided for Goal Performance is intended to show areas of individual strength or weakness

Small-Scale Data Samples

IV-12

Retelling: Reading Assessment That's Also Good Instruction (or, Reading Instruction That's Also Good Assessment)

JANE B. BRAUNGER
NORTHWEST REGIONAL EDUCATIONAL LABORATORY

Donald Graves describes portfolios as "simply too good an idea to be limited to an evaluation instrument" (Graves 1992, p. 1). Their primary value, he asserts, is in students' learning, specifically self-reflection, which leads to increased understanding and the production of quality work. I wish to begin with a similar assertion about retellings. Retellings are excellent for reading assessment. They provide "the most straightforward assessment of the result of the text-reader interaction" (Johnston 1983, p. 54). But having said that, I must emphasize that the reason retellings can become authentic, useful assessment is they *begin* as good instruction in the classroom. Think of assessing retellings as a periodic analysis of written or oral work regularly produced as part of instruction. Students develop the ability to produce better retellings as they practice because retellings are grounded in good reading theory and they can actually improve the skill— reading comprehension— which they assess.

Retellings Complement a Constructivist Model of Learning

Basically, what students do in creating a retelling is to retell, orally or in writing, a selected text so as to convey their understanding of it, including all relevant details, responses, inferences, and associations. A common prompt is to ask students to "retell what they have just read as if they were telling it to another student who had not read the piece."

What makes retellings such powerful tools for developing and assessing students' reading abilities? Brian Cambourne, an Australian literacy educator who has researched retellings as both instruction and assessment, says that retellings give students an opportunity to use language to learn about language

In Blum, Robert E., and Arter, Judith A. (Eds). *A Handbook for Student Performance Assessment in an Era of Restructuring*. Alexandria, VA: Association for supervision and Curriculum Development, 1996.

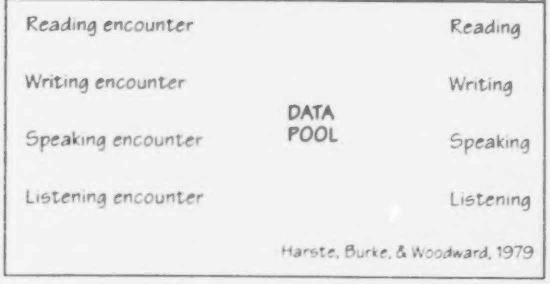
(1987). A retelling is constructed entirely by the student. Teacher- or text-designed comprehension questions stipulate what should be understood and remembered in text. But in a retelling, students use language to frame and express their understanding of the reading. Retellings allow a teacher to discover what students know without prompting them with questions (Rhodes and Shanklin 1993). Retellings mirror the reading process because they are a construction of meaning. They reflect reading as a transaction involving the reader, the text, and possibly other readers; they honor the primacy of the reader's response, and, unlike standardized comprehension measures, they value and account for divergent responses (Tierney, Carter, and Desai 1991). Responses to a text may vary, for example, on the basis of students' experiences and interest in the topic.

Retellings are based on a transactional or constructivist view of literacy, with the following principles:

- Language and literacy are about making meaning.
- Both are constructed through social interaction.
- Both are learned through purposeful use.
- Readers construct meaning through interacting with text and using prior experience and knowledge in the process.
- Learning proceeds from whole to part.
- Reading, writing, speaking, and listening are interdependent and mutually supportive.

This final point is central to the instructional power of retellings, described by Cambourne (1988) as "linguistic spillover," a process in which linguistic forms, ideas, structures, and conventions from the texts used for retellings appear over time in students' reading, writing, and speaking. Cambourne builds on the image of the linguistic data pool (Figure 1). Retellings capitalize on this natural interaction to enhance all language forms.

FIGURE 1
LINGUISTIC DATA POOL



Harste, Burke, & Woodward, 1979

Retellings involve a two-way dynamic. Students pull from the text as they construct a retelling, but they also act on the text, making it their own. Teachers can see instances of students using their own language in retellings to capture the flavor of a piece they've read and communicate their enjoyment of it. Such flexibility across language reflects the students' comprehension through active engagement with the text, as illustrated by the following example.

Some 8th grade students had their first experience with retellings using "Talk: An Ashanti Tale," an African tale about animals, plants, and inanimate objects acquiring the power of talk and using that power to chastise the people who use them (Christ 1989, p. 140). These students composed retellings of varying length and complexity. When they shared their retelling with a partner, and then in a group of four or five, they commented on these differences. They especially enjoyed retellings with a strong voice that incorporated familiar language while remaining true to the original story line. Here is one such example. The original text began like this:

> Once, not far from the city of Accra on the Gulf of Guinea, a country man went out to his garden to dig up some yams to take to market. While he was digging, one of the yams said to him, "Well, at last you're here. You never weeded me, but now you come around with your digging stick. Go away and leave me alone!"
>
> The farmer turned around and looked at his cow in amazement. The cow was chewing her cud and looking at him.
>
> "Did you say something?" he said.
>
> The cow kept on chewing and said nothing, but the man's dog spoke up. "It wasn't the cow who spoke to you," the dog said. "It was the yam. The yam says leave him alone."
>
> The man became angry, because his dog had never talked before, and he didn't like his tone besides. So he took his knife and cut a branch from a palm tree to whip his dog. Just then the palm tree said, "Put that branch down!"
>
> The man was getting very upset about the way things were going, and he started to throw the palm branch away, but the palm branch said, "Man, put me down softly!"
>
> He put the branch down gently on a stone, and the stone said, "Hey, take that thing off me!"
>
> This was enough, and the frightened farmer started to run for his village . . .

Here is one student's written retelling of this part of the text.

> A farmer guy was digging up a yam and the yam got mad at him and told him to leave him alone and the dog got smart with the farmer when he didn't know it was the yam,

> so he was gonna whip the dog with a branch and the tree punked him off and then the branch did too, so he ran away . . .

Retellings provide information on students' reading process and on their understanding of a text. Unlike standardized measures, which cannot account for the reading strategies used in arriving at an answer, retellings allow the teacher to observe the reader's processes, and to hear or read the products of the reader's comprehension. Retellings can be a part of a balanced literacy-assessment program, providing observations of both process and product, as depicted by Anthony, Johnson, Mickelson, and Preece (1991) in their "quad" (Figure 2).

Benefits as Instruction and Assessment

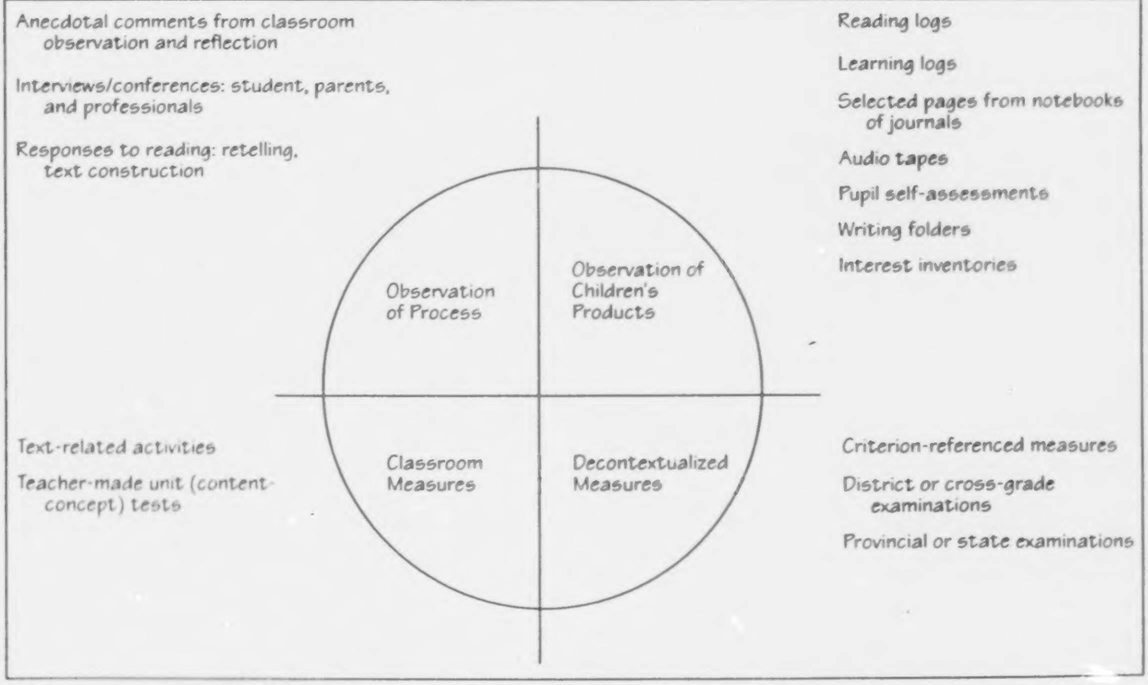
Both teachers and students can benefit from retellings—students in improved comprehension ability and familiarity with characteristics of various genres, and teachers in deepened insight into students' reading interests, strategies, and understandings.

Benefits to Students

Research with young children has involved asking them to retell fictional or expository material that has been read to them. Benefits include development of more sophisticated language structures, accumulation of background experience, and development of interest in learning to read (Morrow 1988). For example, after reading the book *Tacky the Penguin* to a 1st grade class, I invited them to retell the story. As various children retold favorite parts of the story, I wrote their composite retelling on a chart pack. Predictably, momentum built for the retelling after the first few contributions, and soon the room echoed with shouts of "And then he . . . ," "It was funny when he . . . ," and "But then what happened was . . ." Several sheets of paper and about 20 minutes later, they helped me read their group retelling aloud. It contained all the major events of the story, the faithfully repeated refrain "Tacky was a weird bird," as well as students' responses to characters and situations in the story. The children planned to illustrate their version and bind it so they could enjoy reading it—just like the book it was based on—again and again. The supportive, interactive group process here had the immediate benefit of increasing students' engagement with and enjoyment of the text. It also provided a safe group experience as a model of how students would later produce retellings on their own.

Studies of retelling with older students, 4th graders who included less-proficient and proficient readers, showed improvement across identified com-

FIGURE 2
THE QUAD AS A DATA-GATHERING PROFILE


Anecdotal comments from classroom observation and reflection
Interviews/conferences: student, parents, and professionals
Responses to reading: retelling, text construction
Reading logs
Learning logs
Selected pages from notebooks of journals
Audio tapes
Pupil self-assessments
Writing folders
Interest inventories
Observation of Process
Observation of Children's Products
Classroom Measures
Decontextualized Measures
Text-related activities
Teacher-made unit (content-concept) tests
Criterion-referenced measures
District or cross-grade examinations
Provincial or state examinations

prehension tasks in both groups after only four practice sessions (Gambrell, Koskinen, and Kapinus 1991). The dimensions of comprehension included setting, theme, plot, and resolution. Students improved their recall of text-based propositions and story-structure elements. The study supported the hypothesis that by orally reconstructing silently read discourse, the reader learns something about organizing and remembering text-acquired information (Gambrell et al. 1991, p. 360). The researchers found that retellings' focus on the whole story supports the students in holistically framing their understanding and encourages elaboration within that framework. In short, active engagement in retelling a story actually improves students' ability to read and understand stories. And comprehension does proceed from whole to part; details have meaning only insofar as they relate to an overall understanding of the text.

Brian Cambourne's work with retellings sheds some light on why this verbal rehearsal technique seems to improve both comprehension and recall of text. Active engagement in meaningful literacy experiences is a powerful tool for learning. The key to student engagement, he says, is in the *immersion* of students in texts of all kinds and the provision of many *demonstrations* of how texts are constructed and used. *Engagement* that accompanies immersion and demonstration occurs when: (1) learners believe they are potential performers or doers of these demonstrated operations, (2) learners see the task as purposeful and useful to them personally, and (3) learners are not afraid that a less-than-perfect performance will be criticized (Cambourne 1988).

The experience of the young child learning to talk is instructive for teachers working with students as beginning or developing readers and writers. Adults continually engage the child in "conversation," clearly expecting the child to enter into the dialogue ever more competently. The child shares this expectation, innately believing, "I can learn to do this." This belief is fundamental to the successful use of retelling. At the heart of retellings' power to improve reading comprehension and spoken and written fluency is the holistic, social-constructivist context in which these activities occur. Students participate in retellings because they learn things to make their own reading and writing better, they are supported by the social context of the classroom as they practice retellings, and they expect to improve over time.

In a typical instructional use of retellings, students may share their written retellings with a partner or read them to the group. The emphasis is on noticing ways in which students' retellings are similar to and different from each other and the text. In this way, students attend closely to language and other text structures, enriching their own "linguistic data pool" in the process. In a supportive social context, students often notice why they prefer another's retelling to their own, and transfer that awareness to their next retelling. Working with a small group of 3rd and 4th graders in a Chapter 1 program, I observed this behavior.

Jenny had been the first to share her retelling of a fable about a tiger and an ant, in which the ant king repays the tiger king for sparing his life by freeing the tiger king, trapped in a cave after an earthquake seals the opening. Jenny's retelling contained detailed accounts of the first meeting of the ant and the tiger, but ended abruptly without including the central event—the tiger being trapped in the cave and rescued by an army of ants. As she listened to Matthew read his retelling next, she smiled and exclaimed, "Oh, that's what I left out. That's what happened." Matthew had written how "everybody tried to help the king: the elephant tried, the monkeys tried, the buffalo tried. The king of the ants came and they (all the ants) took one grain at a time to get the king out. It took a whole day and they freed the king." Matthew had the positive experience of demonstrating a full retelling, and Jenny took useful information from this demonstration. Far from feeling embarrassed or disappointed, she was pleased to get help with making her retellings richer, more complete. Both students also benefited from their extended discussion about the original story, referring to it frequently as they compared their retellings. This type of prolonged encounter with text is another reason that retellings help students improve as readers.

Retellings enrich students' language in all its forms—reading, writing, listening, and speaking. The benefits of classroom use of retellings include greater oral language complexity, improved reading comprehension, increased awareness of the different ways in which texts are structured, more articulation of connections within and between texts, and greater use of literacy language and genre-specific conventions in students' own writing and speaking (Anthony et al. 1991).

Benefits to Teachers

Retellings provide the teacher with a window into students' reading strategies, background experiences relevant to the text, and understandings of particular texts. Teachers can learn, among other things, what the student thinks is important to remember, whether the student's retelling fits the purposes set for reading, the degree to which the student's responses are text-based or reader-based, and how close the match is between text and retelling (Rhodes and Shanklin 1993, p. 233). An individual retelling may suggest useful literacy demonstrations or experiences for a student. And over time, assessed retellings allow teachers to observe changes in students' reading strategies, attitudes, and comprehension.

In the case of Matthew's and Jenny's retellings, the teacher gained some valuable insights into the students' strengths and needs as readers and writers because the students produced written retellings. Matthew's retelling was quite detailed, with a storyteller's flair for building suspense. Matthew's written retelling, however, revealed some major spelling confusions. Although retellings should not be evaluated for spelling, Matthew's teacher might see spelling patterns in the retelling that, when viewed in the context of writing samples in his folder, would help her to set some realistic spelling targets with Matthew.

Perhaps most important, retelling does not require the teacher to take time away from instruction to gather assessment information. The assessment of retellings is easily accomplished by slightly altering the administration procedure. So, retelling provides useful information to teachers about students' reading and writing development. And students develop into better readers and writers because the retelling process mirrors strategic reading behavior: prediction, sampling, monitoring and revising predictions in light of new textual evidence, questioning, connecting to one's own experience, and summarizing to check understanding.

Procedures for Eliciting Retellings

Retellings may be done orally or in writing, from text the student has either read or listened to. Obviously, oral retellings are more appropriate until students are able to write independently. As this section will explain, written retellings allow for more student interaction and learning from each other; however, even older students sometimes prefer to give oral retellings if, for example, they are less confident about their writing than their speaking. Students may retell individually or collaborate on a retelling, and either the student or the teacher can choose the text. Whatever the format, students should be told before reading or listening to a text that they will be asked to retell it. And, of course, the use of retellings for assessment should come after students have had extensive experience with retellings in instruction.

The process described here is adapted from the explanation by Anthony and colleagues (1991), based on Brown and Cambourne's model (1987). Additional procedures for taking oral and written retellings are described by Rhodes and Shanklin (1993), Glazer and Brown (1993), and Morrow (1988, 1990). In this procedure, students produce written retellings, interacting with a small group of four or five students:

1. Students see only the title of the text; they write predictions about what they think will be in a text with that title. They can even predict specific words or phrases they'll expect to find.
2. Students share their predictions with their small group. The teacher can then ask for some groups to share with the whole class.
3. Students read the text silently, remembering their original predictions and confirming or modifying them as the text unfolds. Students should be encouraged to read the text as many times as necessary to feel comfortable writing a retelling without referring back to it. They should begin their retelling when they think they understand the text well and can retell it to someone who has not read it. Emphasize that the goal is not to memorize the text, but to retell it in their own words and in their own style.
4. When each student is ready, the text is put aside. Students retell, using appropriate prose, pictures, or diagrams to convey the contents of the text so that someone unfamiliar with it could understand it. If the retelling has a particular purpose, students should be told in advance. For example, students can be asked to retell a piece of historical text to show their understanding of the sequence and relationship of events. Or they can be asked to retell a short fictional piece to show their understanding of the characters' motives. However the purpose is described, students must know that what matters is their ability to convey an understanding of the text, not their mastery of written conventions or penmanship.
5. After students complete their retellings, they share the retelling with a partner. They should be encouraged to note similarities and differences—in the information included, their manner of retelling, etc.—and to refer back to the original text to see more points of comparison and contrast with their retellings. They can also use the original to check omissions and interpretations open to question.

With oral retellings, students may simply be asked to retell a selected text in their own words—for example, as if to a friend who hadn't read it. In an instructional setting, a teacher can prompt the retelling, as needed, asking for more information ("What happened next?"), probing for understanding ("Why do you think he did that?") or seeking conclusions ("What do you think the author was trying to say?"). For students who experience difficulty retelling a story, Rhodes and Shanklin recommend applying the principles of dynamic assessment. Before students read the text, the teacher should provide instruction that's likely to help them construct a good retelling—for example, help students preview the text features and make predictions based on them. Or the teacher could frame the piece, giving students a general introduction to the story and the problem the character in it will face. Then students read and retell the story.

Morrow (1988) reminds us that prompting is instruction, so if a teacher is using a retelling for assessment, he should do so without prompting students because prompts influence students' response to the reading. Glazer and Brown (1993) distinguish between *unguided* and *guided* retellings. In an unguided retelling, students retell the story without any intervention or interaction with peers, teachers, or other listeners. In a guided retelling, prompts, usually posed as questions, help students who experience difficulty moving independently through a retelling.

Retellings used in instruction often include some teacher guidance and, especially with young children, props such as felt boards, puppets, or pictures. The retelling in this instance is a teaching incident. In contrast, retelling used for assessment is generally done without prompts, props, or access to the text upon completion of the reading. The intent here is to gather information about the students' unsupported reconstruction of a text. The value of retelling for assessment depends on the students' familiarity with the process from experiencing it frequently in an instructional context.

Analyzing, Scoring, Reporting, and Using Retellings

Analysis of a retelling for assessment purposes can be done either qualitatively or quantitatively. Generally, a teacher reads or listens to a retelling to see if a student

- Organizes and sequences ideas clearly
- Uses phrases, vocabulary, and language structures from the original text
- Re-creates the feeling or mood of the original text
- Draws conclusions or inferences from the text
- Summarizes in own words (Ministry of Education and Training 1991).

Recording information on these features can be done anecdotally or on a matrix. Morrow (1988) designed the "retelling profile" to record information about the reader's comprehension of textual information, strategies used, metacognitive awareness, involvement with text, and language facility. The Portland (Oregon) Public Schools (1989) adapted that profile as the Retelling Checklist (Figure 3).

Guidelines for recording information on retellings of narrative pieces are available from numerous sources (Rhodes and Shanklin 1993, Morrow 1990, Glazer and Brown 1993, Cambourne 1988). Common features on which to record information include introduction of the story, setting, plot (sequence of events, problem, resolution), characters (inclusion of significant ones, with adequate detail), theme or point of the story, and use of language or stylistic features from the story (Anthony et al. 1991).

The advantage of a qualitative analysis of retellings is the holistic assessment of comprehension it provides. As Morrow (1988) points out, such analysis is based on the premise that the whole piece is more important than any of its parts, and that the reader's total impression of a text includes those elements. But Morrow also devised a quantitative analysis of retelling, which allows teachers who like the structure of a scorable instrument to account for features of text included in students' retellings. Brown and Glazer (1993) have adapted Morrow's scoring system, and designed a version for student self-assessment (Figure 4).

FIGURE 3

RETELLING CHECKLIST

Name ______________________________
Date ______________________________
Title ______________________________

Low Degree **Moderate Degree** **High Degree**

Includes information directly in text.

Includes inferred information.

Includes what is most important.

Includes summary or generalization.

Includes connections to reader's life.

Includes an attachment to the reading (likes or dislikes).

Recognizes author's organization and audience.

Asks additional questions.

Source: Reading Assessment, Portland Public Schools, Portland, Oreg. 1989. Reprinted with permission.

Conclusion

Whether qualitatively or quantitatively analyzed, retellings provide rich data on students' reading comprehension, as both a process and a product. If standardized assessment provides a snapshot of students' learning, retellings can be described as a videotape, capturing patterns of growth by revealing

FIGURE 4

SCORING SYSTEM FOR A NARRATIVE RETELLING

Child's Name ______________________________ Age __________ Grade __________
Title/author of Story ______________________________ Date __________

Type of retelling:

Circle one from each pair: (Guided/Unguided Oral/Written Listened to/Read)

Directions: Place "1" next to each element, except as indicated. Partial credit can be given only for characters and episodes (e.g., 4 out of 5 characters equals .8). Highest score for retelling is 10.

SENSE OF STORY STRUCTURE **COMMENTS**

SETTING:
Begins story with introduction __________ ______________________________
Includes time or place __________ ______________________________

CHARACTERS:
Names main character __________ ______________________________
Number of other characters named __________ ______________________________
Actual number of other characters __________ ______________________________
Total score for other characters __________ ______________________________

PROBLEM:
Refers to main character's goal or problem __________ ______________________________

EPISODES:
Number of episodes recalled __________ ______________________________
Actual number of episodes __________ ______________________________
Total score for episodes __________ ______________________________
Proper sequence of episodes __________ ______________________________

SOLUTION:
Names problem's resolution __________ ______________________________
Ends story __________ ______________________________

THEME:
States theme of story __________ ______________________________

Total score for retelling __________ (out of 10)

Affective (personal) involvement with text:

Summary:

Teacher: ______________________________

Scoring system originated by L.M. Morrow in "Retelling Stories as a Diagnostic Tool," from Reexamining Reading Diagnosis: New Trends and Procedures, Susan M. Glazer, Lyndon W. Searfoss, and Lance Gentile, eds., copyright 1988, The International Reading Association. Reprinted with permission.

the strategies in use over time (Anthony et al., p. 9). Furthermore, retellings are assessment embedded in the learning experience. Students can use what they learn from their retellings to become better readers and writers. Figure 5 summarizes the benefits of retellings in contrast to traditional comprehension tests.

FIGURE 5

RETELLINGS VS. COMPREHENSION TESTS

Retelling	**Comprehension Test**
Student organizes format and determines content; can be a conversation	Test or teacher determines content and format; can be a "gentle inquisition"
Involves active construction of meaning	Calls for passive response to questions
Provides evidence of student's reading processes and strategies	Does not indicate processes and strategies known and used
Indicates prior knowledge	Cannot account for prior knowledge
Indicates interest, creative engagement	Does not assess interest, enjoyment
Can be a supported effort, via prompts, collaboration	Demands one-shot, perfected response
Actually improves comprehension	Takes time from real reading and instruction.
Values divergent, creative thinking	Prompts convergent thinking

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Retelling Procedure 2

Name	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12
Jim	2	3	3	3	2	3	3	2	3	3	2	2
Craig	3	3	4	4	3	4	3	4	4	3	3	4
Mario LEP	3	3	4	4	4	4	3	4	4	3	3	4
Luis LEP	2	1	2	2	3	2	1	3	2	2	2	2
Adam	4	4	4	4	4	3	3	3	4	4	4	4
Chuck	3	2	3	3	2	1	1	2	3	3	2	2
Anthony LEP	2	2	2	2	3	2	1	2	2	2	1	2
Bill	3	3	4	4	3	3	2	2	3	3	2	2
Jose LEP	4	2	4	4	3	3	2	2	3	3	4	4
Steve	2	2	1	2	2	3	3	4	2	2	1	1
Bonnie	2	2	1	2	2	1	1	2	1	1	1	1
Bonita LEP	3	4	4	3	3	4	4	4	4	4	4	4
Laura	2	3	3	3	2	3	2	2	2	3	2	2
Rosa LEP	2	2	3	3	3	2	2	3	2	2	2	2
Estella LEP	4	4	4	4	4	4	3	3	4	4	4	4
Katie	2	2	2	2	3	3	3	3	2	2	2	2
Susan	3	3	3	3	3	3	3	3	3	3	2	3
Maria LEP	3	3	3	4	4	4	2	2	4	4	4	4
Daisy LEP	4	4	4	4	4	4	4	3	4	4	4	4
Becky LEP	3	3	3	2	3	2	3	3	2	2	2	2
TOTALS:	56	55	61	62	60	58	49	56	58	57	51	55

Jim

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	**None**	**Low Degree**	**Moderate Degree**	**High Degree**
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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* Adapted from P. A. Irwin and Judy N. Mitchell and cited in *Reexamining Reading Diagnosis: New Trends and Procedures*, edited by Susan Mandel Glazer, Lyndon W. Searfoss, and Lance M. Gentile. Newark, Delaware: International Reading Association, 1988, pp. 128-49.

Craig

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

	Retelling	None	Low Degree	Moderate Degree	High Degree
1.	Includes information directly stated in text.			X	
2.	Includes information inferred directly or indirectly from text.			X	
3.	Includes what is important to remember from the text.				X
4.	Provides relevant content and concepts.				X
5.	Indicates reader's attempt to connect background knowledge to text information.			X	
6.	Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7.	Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8.	Indicates the reader's affective involvement with the text.				X
9.	Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10.	Indicates reader's ability to organize or compose the retelling.			X	
11.	Demonstrates the reader's sense of audience or purpose.			X	
12.	Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Mario
LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.				X
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.				X
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.			X	
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Luis LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	**None**	**Low Degree**	**Moderate Degree**	**High Degree**
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.	X			
3. Includes what is important to remember from the text.		X		
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.		X		
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Adam

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.				X
2. Includes information inferred directly or indirectly from text.				X
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.				X
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.				X
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Chuck

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.	X			
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Jim

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.	X			
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Anthony
LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.		X		
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.		X		
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.	X			
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Retelling Procedure 2[*]

Bill

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	**None**	**Low Degree**	**Moderate Degree**	**High Degree**
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.		X		
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Jose LEP

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.				X
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.		X		
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Steve

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.	X			
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.				X
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.	X			
12. Indicates the reader's control of the mechanics of speaking or writing.	X			

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Bonnie

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	**None**	**Low Degree**	**Moderate Degree**	**High Degree**
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.	X			
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.	X			
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).	X			
10. Indicates reader's ability to organize or compose the retelling.	X			
11. Demonstrates the reader's sense of audience or purpose.	X			
12. Indicates the reader's control of the mechanics of speaking or writing.	X			

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Bonita
LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	**None**	**Low Degree**	**Moderate Degree**	**High Degree**
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.				X
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7. Indicates highly individualistic and creative impressions of or reactions to the text.				X
8. Indicates the reader's affective involvement with the text.				X
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.				X
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Laura

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.		X		
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Rosa LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.		X		
7. Indicates highly individualistic and creative impressions of or reactions to the text.		X		
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Katie

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.		X		
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Retelling Procedure 2[*]

Susan

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.			X	

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Maria
LEP

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.				X
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.				X
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Daisy
LEP

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	**None**	**Low Degree**	**Moderate Degree**	**High Degree**
1. Includes information directly stated in text.				X
2. Includes information inferred directly or indirectly from text.				X
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.				X
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7. Indicates highly individualistic and creative impressions of or reactions to the text.				X
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.				X
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Becky
LEP

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	**None**	**Low Degree**	**Moderate Degree**	**High Degree**
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.		X		
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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What Data Can We Get From "Retelling"?

- ❖ What does this diagnostic tool tell us about the students' level of reading comprehension?
- ❖ What doesn't this diagnostic tool tell us about the students' level of reading comprehension?
- ❖ Were there any particular items answered correctly or incorrectly by the majority of students?
- ❖ Were there any categories of items answered correctly or incorrectly by the majority of students?
  - comprehension of textual information
  - metacognitive awareness, strategy use, involvement with the text
  - facility with language and language development
- ❖ Were there any differences in the performance of subgroups on particular items?

What Data Can We Get From "Retelling"?

- Were there any differences in the performance of subgroups for categories of items?
- Are there any individual students or groups of students that might be targeted for additional support?
- What data warrants further investigation?
- How might this data be used for decision making?
- What are the implications of this data for curriculum, instruction, and assessment?
- What additional data would we like in order to understand the students' level of reading comprehension more completely?

Sample Data Organizers

Sample Matrix - A

# of students	Skill Area	Skill Area	Skill Area	Skill Area
1-25th percentile				
25th-50th percentile				
51st-75th percentile				
76th-99th percentile				

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Sample Matrix - B

	Test Category *Appropriate Benchmark*	Test Category *Appropriate Benchmark*	Test Category *Appropriate Benchmark*	Test Category *Appropriate Benchmark*
% Not Meeting				
% Meeting				
% Exceeding				

195

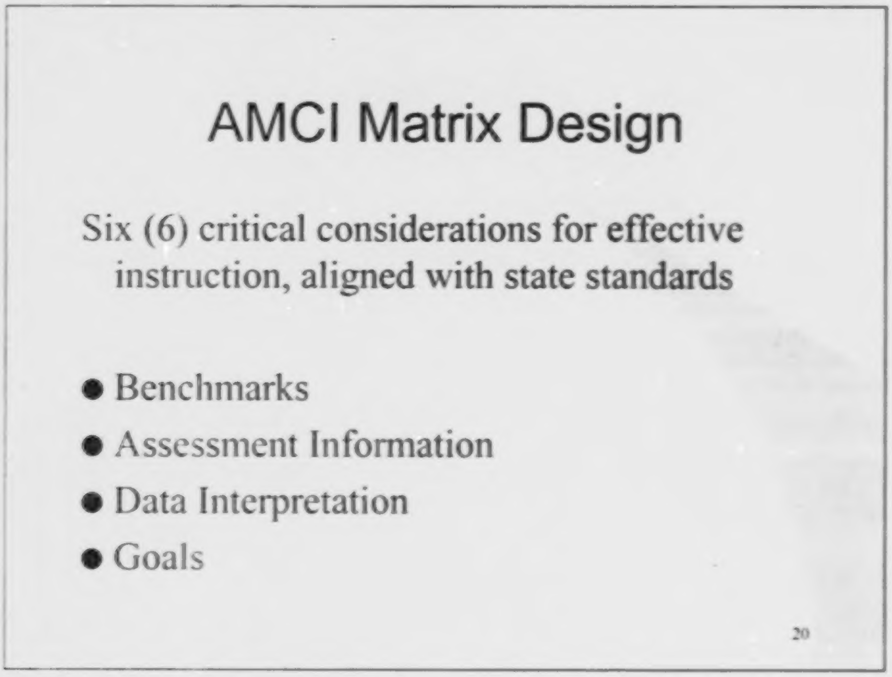
Sample Matrix - C

Students	Skills/Attributes										

Start the **PowerPoint** presentation with slide **#20.**

STOP the **PowerPoint** after **slide #21**.

Slide #21 is titled "**Goals.**"



AMCI Matrix Design

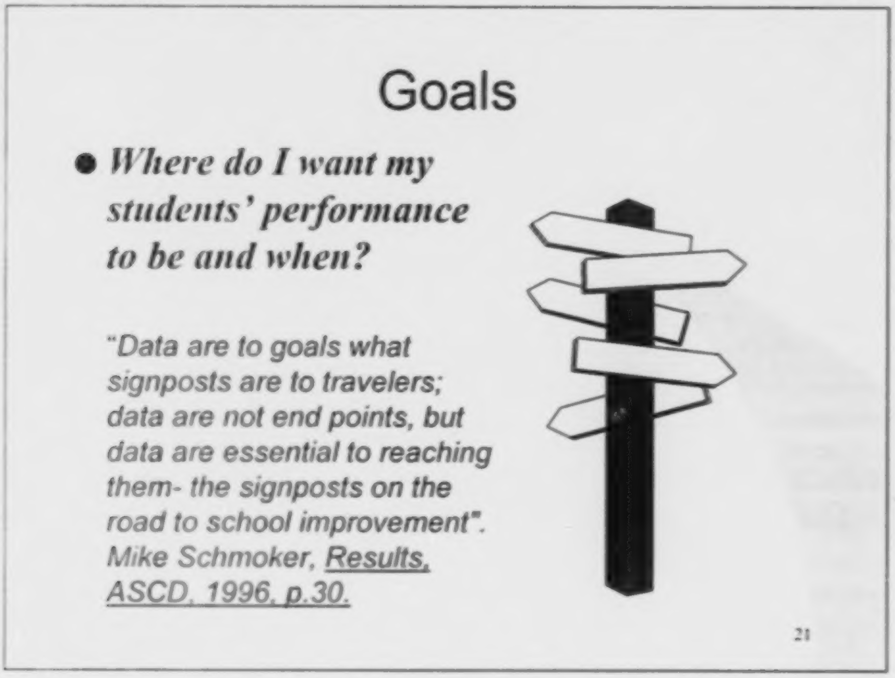
Six (6) critical considerations for effective instruction, aligned with state standards

- Benchmarks
- Assessment Information
- Data Interpretation
- Goals

Say, "Having interpreted the data, we are now ready to look at setting goals."

>Click for next slide.

BEST COPY AVAILABLE



Goals

- ***Where do I want my students' performance to be and when?***

"Data are to goals what signposts are to travelers; data are not end points, but data are essential to reaching them- the signposts on the road to school improvement". Mike Schmoker, Results, ASCD, 1996, p.30.

>Click for text.

Say, "This can include both long-term and short-term goals, as well as individual or group goals. Remember, two key questions we must ask here:

Are the goals realistic?

And are the goals measurable?

>Click for text.

Read the quote and say, " Interesting way of viewing data?"

>Click for next slide.

Start Activity #5

Setting Goals

Participants will explore and discuss short- and long-term goal setting, as required by information gathered from data.

Activity #5: Setting Goals

Purpose:

- To encourage teachers to set goals for the achievement of their students
- To look at the benefits of setting both long-term and short-term goals
- To give participants a chance to actually set some preliminary goals for his/her students

Materials: Chart pack, Sample data "retelling"

Time: 55 min.

Time / Materials	Steps
5 minutes Chart pack	1. Introduction • Now that participants have seen some real student data and have an idea of what the students can do, they will be setting one long term and one short term goal for either their class as a whole, or a group of individuals. • First we will practice with the sample data. • Pose the question to participants: What are the benefits of setting both long term and short term goals? (Record answers on chart pack.)
20 minutes Sample data "retelling"	2. Practice • Refer participants to "retelling" sample data. • Ask participants to recall the inferences and conclusions they made from the data. • Considering the data, participants set one short- and one long-term goal for these students. For example, the "intensive" intervention group will raise their average score by one point in one month. By the end of the year they will be performing at an average score of four. • Once participants have set goals, they will share them with a neighbor and discuss this question: "How will I know when the students have met the goal?"

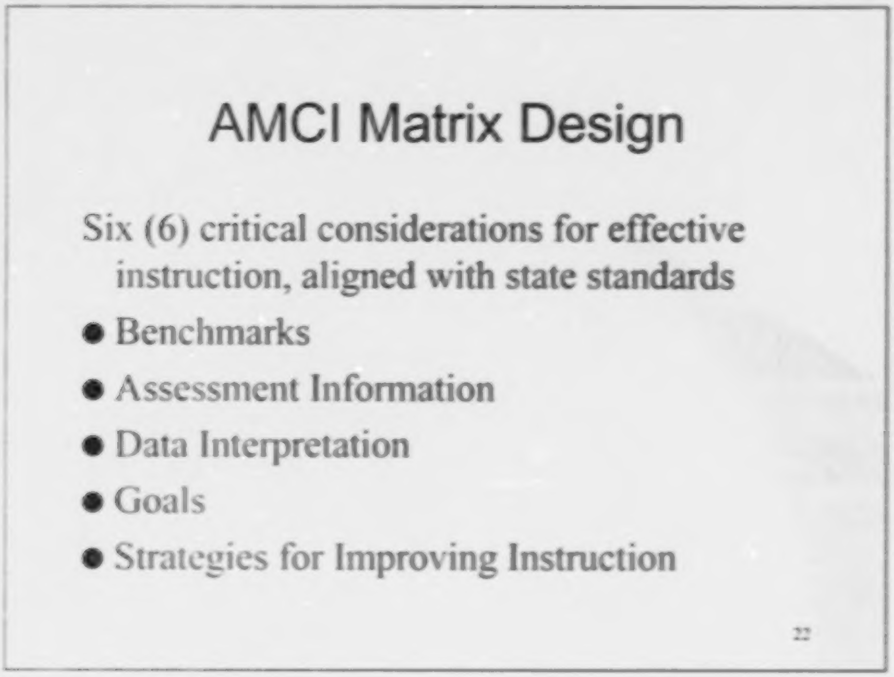
Time / Materials	Steps
30 minutes Participant data	3. Using your own data • Because this tool is designed for teachers to use in the classroom we want to be sure this is something that will work for you and answer any questions as you look at instruction in this way. Using the data you brought from your classroom, set both long-term and short-term goals for all or some of your students using the information revealed in the data. • How will you know when the goals have been met? • Share with whole group. • Answer questions • Pose the question: How will looking at data and goal setting in this way impact what you do in the classroom?
	4. Closure • Pose the question: How will looking at data and goal setting in this way impact what you do in the classroom?

Start the **PowerPoint** presentation with slide **#22.**

Present slides #22 - #23

STOP the **PowerPoint** **after** **slide #23.**

Slide #23 is titled "**Strategies for Improving Instruction.**"



AMCI Matrix Design

Six (6) critical considerations for effective instruction, aligned with state standards

- Benchmarks
- Assessment Information
- Data Interpretation
- Goals
- Strategies for Improving Instruction

Say, " And now to Strategies for Improving Instruction".

>Click for next slide.

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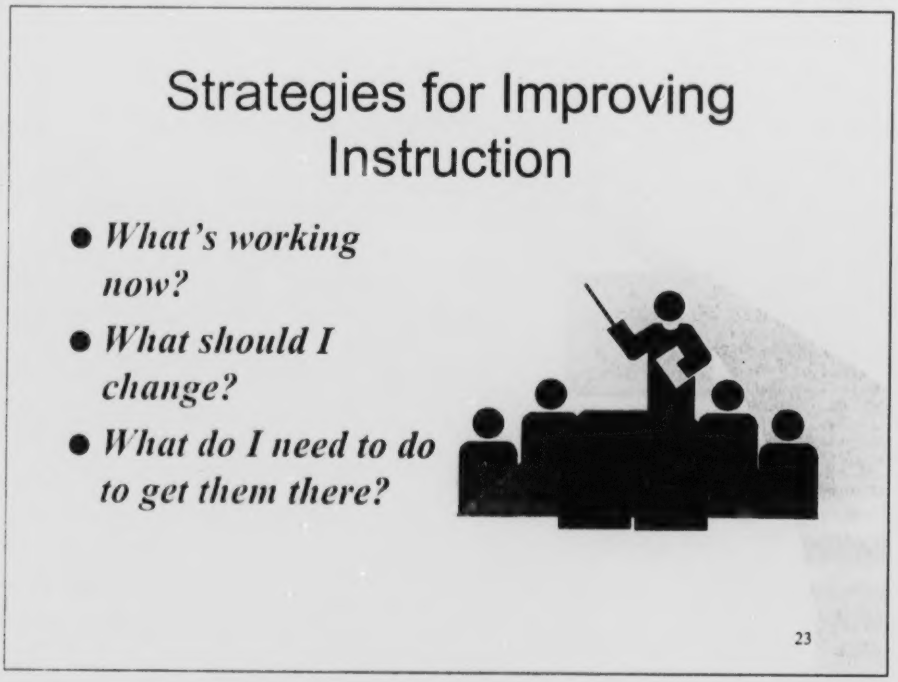

Strategies for Improving Instruction

- ***What's working now?***
- ***What should I change?***
- ***What do I need to do to get them there?***

>Click for text.

Say, "Good things are happening in classrooms across the country, but do we carefully examine what makes them work?"

>Click for text.

Say, "Sometimes teachers know what to change. Sometimes it takes an extra set of eyes."

>Click for text.

Say, "It is our hope that a careful review of information gathered using the AMCI matrix can be of help here."

>Click for next slide.

Start Activity #6

Strategies for Improving Instruction

Participants will review and discuss a variety of instructional strategies in light of areas of need revealed through examination of the data and goals chosen.

Activity #6: Strategies for Improving Instruction

Purpose: To provide participants with the opportunity to use data to determine appropriate instructional improvements to facilitate students' achievement of academic goals.

Materials: Retelling Data, Chart pack, AMCI Instructional strategies, Teacher's Handbook, Participant data

Time: 40 min.

Time / Materials	Steps
20 minutes Retelling Data AMCI Instructional Strategies	1. Using Retelling Data to Improve Instruction • Direct participants to information they have generated concerning the sample retelling data. • Inform group that frequently teachers want to jump right to the instructional strategies before identifying exactly what it is that needs to be the focus of the instructional change. For example, we can know that students are doing poorly in Spelling from their poor spelling test scores, but more Spelling activities may not be the answer to increased achievement. It is important to look at the types of errors students are making and focus instruction on specific needs. In the Appendix we have included some resources for instructional practices in Reading and are developing a resource guide for Math as well. • Direct participants to WS 5 (Teacher's Handbook), review questions with participants. Ask for any comments. • Participants form groups of four and using the information they extracted from the data, and the goals they have set, map out instructional changes and their implications in the classroom on chart paper. AMCI Instructional Strategies (following pages) may be used as a resource. • Participants share process. Ask for comments, questions, or concerns.

Time / Materials	Steps
20 minutes Participant data	1. Using Real Data • "Now, getting to the most difficult topic, what changes need to be made in your own instructional practices in order for students to reach the goals you have set for them?" • Using your own data, repeat the process but we will not ask that you share with the whole group. You may work on your own, or we highly recommend sharing your ideas with your colleagues. Record your decisions on WS 5 (Participants' Handbook). • Please share with your neighbor, one aspect of your instructional decisions. • What are some benefits to this process? What are some challenges of this process?

AMCI Instructional Strategies

What follows are summaries of selected instructional strategies. These are only a sample and are intended to stimulate thought about different approaches that may be appropriate when considering the needs of students, their learning styles, special characteristics, and goals. Although they are grouped under specific headings, the strategies may be overlapped. You may already use many of these instructional strategies under different names or no name at all. Teams will benefit from investigating and discussing these strategies with specific students in mind.

Direct Instruction

Often the most employed instructional strategy, this approach has the teacher present new material while checking for understanding. Guided practice is given, as well as assistance for individual students. New material may be introduced effectively in this manner. Often followed by repetition and independent practice. Direct instruction is highly dependent upon the teacher's ability to motivate students and maintain their involvement in the material being presented.

Inquiry

This strategy encourages the investigation of problems or situations. Students are encouraged to apply a range of problem-solving and thinking techniques. Students learn to build and test theories to solve problems in a variety of curriculum content areas. Students discuss the procedures used to formulate hypotheses and how those hypotheses were tested. The teacher interacts with students to work toward the solution of difficult problems using a variety of resources. Most conversation is generated by students, with the teacher acting in the role of facilitator.

Brainstorming

Through this strategy, students are asked to explore the possible explanations or solutions to a question, problem, situation, or set of challenges. Thinking around the problem is encouraged through what is known as lateral thinking. The teacher's responsibility is to set up an environment that allows students to think and create freely and safely. Ideas or thoughts are listed without evaluation or judgement. All options are accepted whether or not a direct application can be immediately identified. The teacher is responsible for monitoring the accuracy of the notetaker.

Concept Attainment

Here students learn to develop concepts by identifying categories and critical attributes. The teacher gives positive and negative examples of the unstated concept. The students develop and identify an hypothesis, state and test the hypothesis, and then state and test the concept. The class then goes through a debriefing to analyze their own thinking processes. This strategy may be used in a shortened form as a motivational piece to introduce. The more complex the concept, the longer the strategy and debriefing.

Written Language

Written language is based on a process developed through the California Writing Project Model. The model views writing as a circular process, beginning with pre-writing and continuing through pre-composing writing, sharing, revising, editing, rewriting, evaluating, and final composition. Key to this approach is the guidance of the teachers, which helps students see and understand the process from first ideas to final product. This strategy focuses on refining pieces of writing and therefore may take a longer period of time to completion of a written piece. It is also important to note that the process need not be strictly sequential in order to produce well-written final products.

Total Physical Response – TPR

This strategy is often used with limited-English-proficient students. The understanding of spoken language is aided through the use of body movements. When the student is able to match the body movements with the spoken language, uninterrupted communication is encouraged. Important to this approach is the concept that students will speak when ready and gain greater retention of the oral language.

Cooperative Learning

With this strategy, teachers are able to work with students by forming effective, productive groups. This strategy may be used at all levels and in all content areas. The aim within these groups is to have students realize that cooperatively they can meet goals, as a group and as individuals. There are certain guiding principles to cooperative learning which help assure success of the group. These include autonomy, positive acquisition, social skills building, distribution of leadership, and heterogeneous regard.

Group Discussion

This strategy allows the teaching of concepts and clarification of information. Through group discussion, students develop interpersonal skills, while benefiting from opportunities to express their own views, hear the views of others in the group, form group consensus and solidify individual opinions. In generating consensus, members share ideas and learn to support group decisions. In strengthening individual ideas, students are able to gain support through feedback and group discussion.

Synectics

With this strategy, students compare similarities and differences between topics using analogy and metaphor. This process is designed to help student to be creative thinkers, looking at items from an unusual or peculiar perspective. Students are encouraged to use simple comparison (direct analogy), "becoming the thing" (personal analogy) or compressed conflict (symbolic analogy) to aid in creative problem solving.

Math Problem Solving

Using this approach, students are taught to think about possible strategies for problem solving. The teacher demonstrates how to approach a variety of challenging math problems. These may include problems requiring calculation, written explanation, oral explanation, or symbolic representations. Most important, students are encouraged to look at the approach for solving these problems, instead of focusing solely on the correct mathematical result. Key components include clarification, planning, implementing the plan, and reviewing the results.

Modeling

Building on the abilities of students to learn from observing the behaviors and applications of others, this strategy allows the teacher to demonstrate skills important to the learning activity. Teachers may demonstrate a performance and structure student performance to precisely emulate what was demonstrated, or allow students to adapt portions of the learned performance as best suits their needs. It is important that teachers demonstrate skills accurately and consistently. Refinement of desired skills can be accomplished through coaching over many activities.

Conferencing with Students

In order to allow students to take an active role in their education, opportunities for discussion, review and feedback can be offered using this approach. The teacher assumes initial responsibility to structure meetings with students. Structure should include topic, targets, achievement strategies, timelines and indicators of success. The sessions provide a framework to help students plan independently for their own success. Eventually, students assume responsibility for conferences, providing the scheduling and agenda that were previously teacher-driven. Students may also schedule conferences to report progress to peers, teachers or parents.

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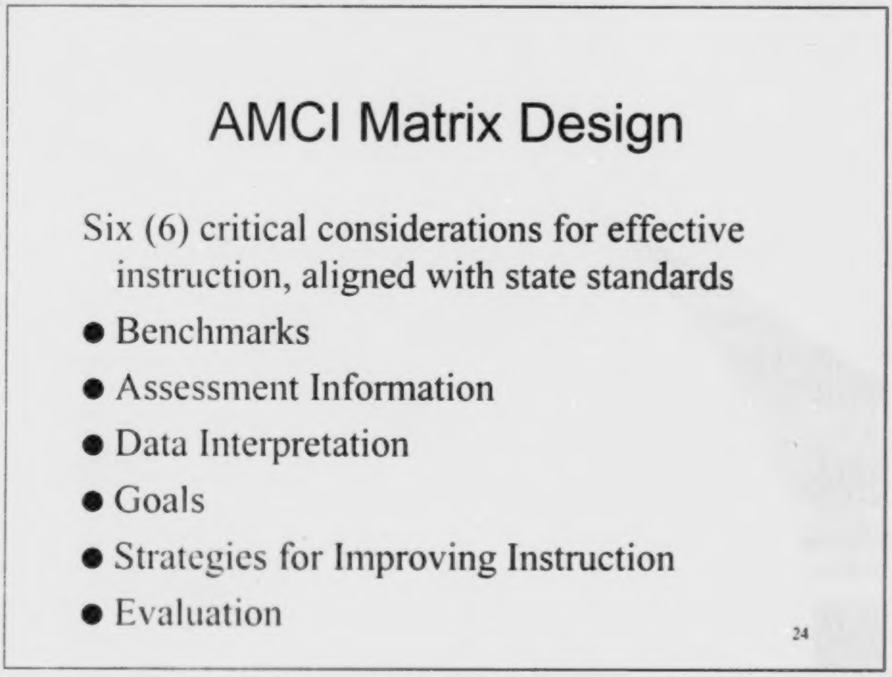
Start the **PowerPoint** presentation with slide **#24**.

Present slides #24 - #25

STOP the **PowerPoint** after **slide #25x.**

Slide #25 is titled "**Evaluation.**"

Start **Activity #7**.



AMCI Matrix Design

Six (6) critical considerations for effective instruction, aligned with state standards

- Benchmarks
- Assessment Information
- Data Interpretation
- Goals
- Strategies for Improving Instruction
- Evaluation

Quickly review the areas which have been covered.

Say, "We started by identifying the appropriate benchmarks under the standards, collected assessment information, worked to interpret the data available to us, planned short- and long-term goals, decided on instructional strategies based on the data gathered from our students. And now we have to decide how to evaluate our progress toward those goals."

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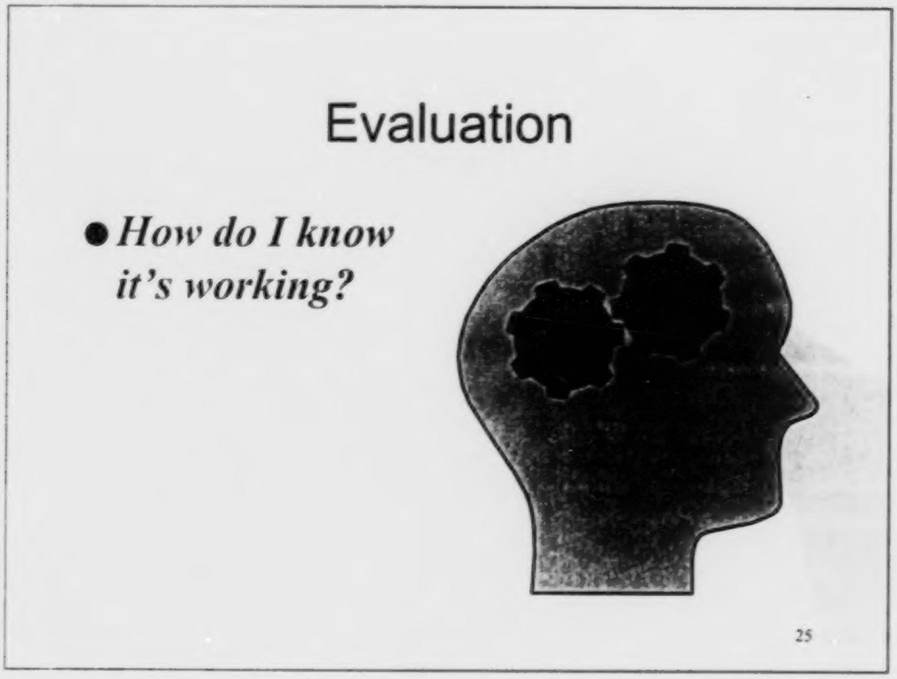


Evaluation

- ***How do I know it's working?***

25

> Click for graphic

>Click for text.

Say, " To answer this question it is important to be sure that you are looking at something that is realistic and measurable. It might also be beneficial to explore what resources are available to help you. Some questions to ask include:

How often should you evaluate?

What kind of evaluation is best for what you need to know?

>Click for next slide.

Start Activity #7

Creative Evaluation

Participants will be given an opportunity to review and discuss evaluation options available at school sites.

Activity #7: Evaluation

Purpose: To help participants think of evaluation as a living process, based upon goals that are set by the classroom teacher. The evaluation column, for purposes of the AMCI, speaks to both short-term and long-term review of the key elements included in the matrix. To determine how effectively the matrix is being employed, it is necessary to cycle through the areas, questioning the value of the items chosen.

Time: 30 minutes

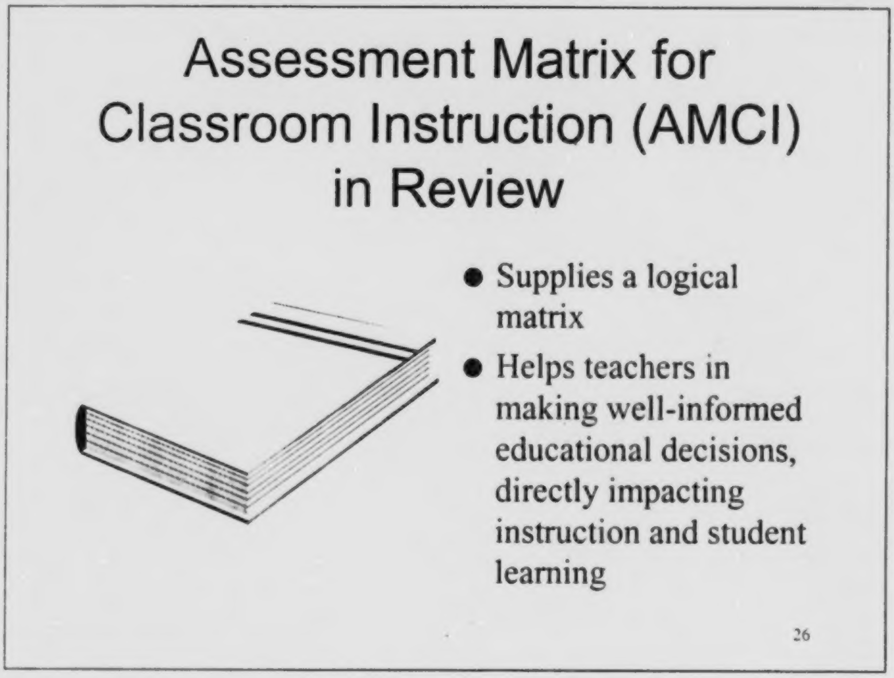
Time / Materials	Steps
30 minutes	1. **This activity will help familiarize participants with the flow of the matrix and reinforce the manner in which different areas relate to each other.** • Divide the participants into groups of four. • Each person in the group will be responsible for reviewing information in one of the following areas from the AMCI – Assessment Information, Data Interpretation, Goal, Strategies for Improving Instruction. • Using information from a completed matrix (sample or authentic materials), each person should investigate one of the four areas of the matrix asking the following questions: - What information does this area provide? - What information is most helpful? - What additional information is needed? - What information is unnecessary or confusing? - How can the effectiveness of information in this area be measured? • Looking at the chosen benchmark for the sample chosen, each member should report their findings and suggestions for enhancement to the small group. • Each group should be given an opportunity to report to the large group on their investigation and discussion.
	2. Closure The purpose of the AMCI, is to help have data collection and interpretation provide a sound, logical basis for classroom planning and instruction, in line with the appropriate standards. Classroom teachers must now

be prepared to look objectively at their entire arsenal of tools for measuring the effectiveness of their instruction? What benefits may come from reviewing the AMCI matrix with a colleague? What are the possibilities for using the matrix to review progress with students and parents?

3. **Why am I doing this activity?**
   It is important that teachers use the matrix in a cyclical manner, as opposed to viewing the steps as beginning, middle and end for each benchmark. Although the AMCI will help teachers approach benchmarks in a more methodical manner, the matrix should be ever self-renewing, showing the way to new paths as students progress.

Start the **PowerPoint** presentation with slide **#26**.

Present slides #26 – End (End of PowerPoint presentation).



Assessment Matrix for Classroom Instruction (AMCI) in Review

- Supplies a logical matrix
- Helps teachers in making well-informed educational decisions, directly impacting instruction and student learning

Say, "These summary highlights emphasize the potential of the AMCI."

> Click for text

Read aloud, " The AMCI supplies a logical matrix."

>Click for text.

Read aloud, "The AMCI helps teachers in making well-informed educational decisions, directly impacting instruction and student learning."

>Click for next slide.

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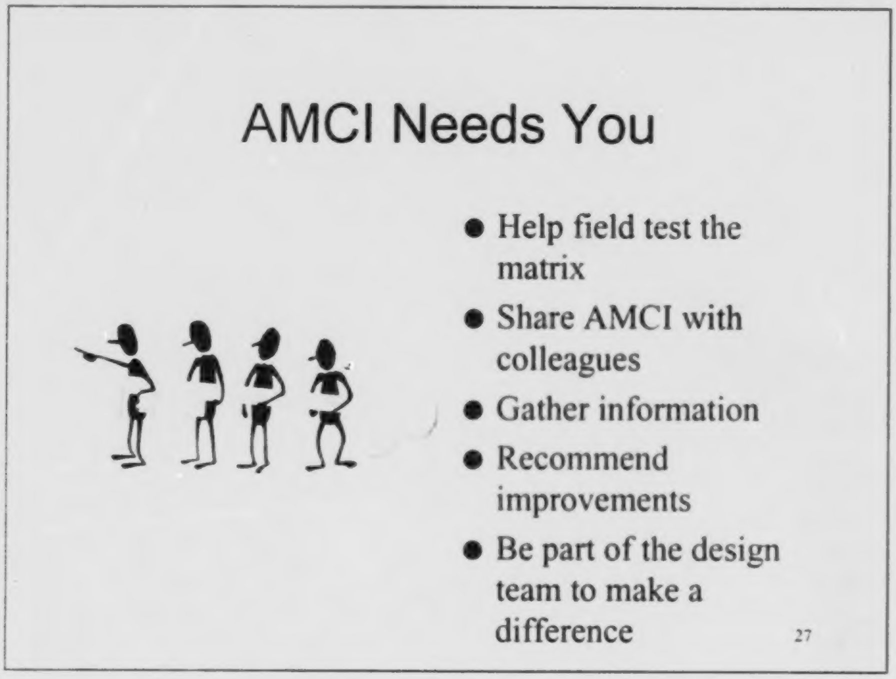

AMCI Needs You

- Help field test the matrix
- Share AMCI with colleagues
- Gather information
- Recommend improvements
- Be part of the design team to make a difference

Say, "This slide summarizes what you can do."

>Click for text.
>Click for text.
>Click for text.
>Click for text.
>Click for text.

Say, "Any questions?"

If people do want to volunteer at this time, have them complete a sign-up list, including name, position, school, grade level, telephone number, fax and e-mail.

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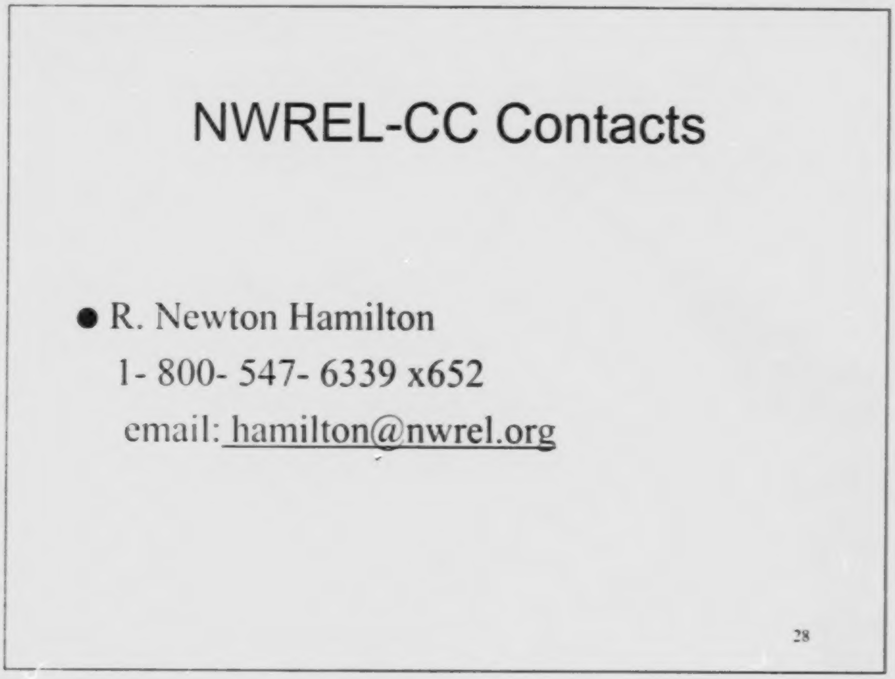


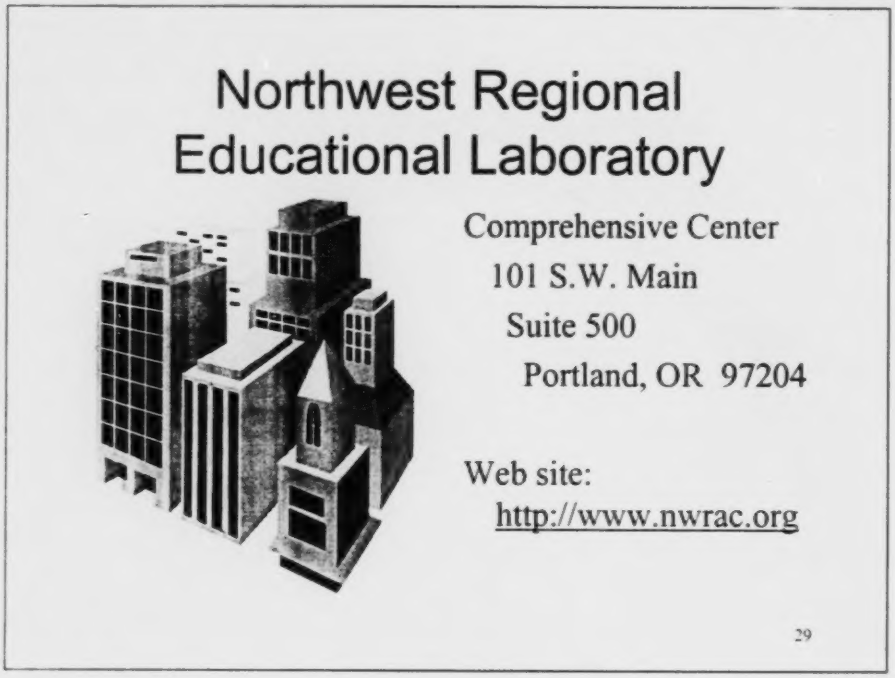
NWREL-CC Contacts

- R. Newton Hamilton
  1- 800- 547- 6339 x652
  email: hamilton@nwrel.org

>Click for text.

Say, "For more information, please feel free to contact these folks!"

>Click for next slide.



Northwest Regional Educational Laboratory

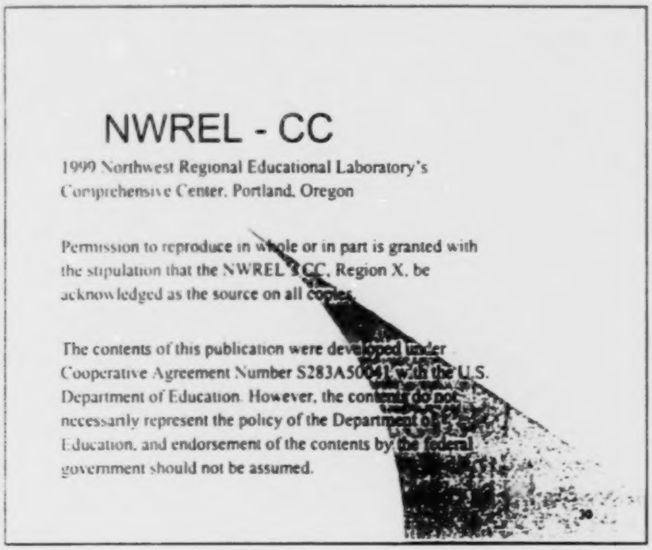
Comprehensive Center
101 S.W. Main
Suite 500
Portland, OR 97204

Web site:
http://www.nwrac.org

>Click for text.

Say, **"This is how you can contact NWREL, and their website."**

>Click for next slide.



NWREL - CC

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30

A necessary disclaimer.

>Click for last slide

The End.

Good Job!

Turn off the presentation.

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At the End of the Workshop

At the end of the PowerPoint presentation, quickly review the workshop objectives outlined at the beginning of the Presenter's Guide. Remind participants that the examples used with the AMCI workshop were designed to give educators an idea of how the matrix could be used to improve classroom instruction. Encourage them to move beyond the examples into other content areas and grade levels.

Participants planning to use the AMCI, or those who are responsible for its introduction into the classroom, should record any major changes or redesign they feel is necessary, and assume the responsibility to report such changes to the developers at NWREL's CC. Participants can expect to be contacted by CC staff on a periodic basis.

Thank the participants for attending the workshop. Provide time for any closing questions and pass out evaluation forms to obtain feedback on the workshop.

WORKSHOP EVALUATION FORM

Workshop Title: ______________________________

Location: ______________________________ Date ____________
City State month/day/year

Position (Title) ______________________________

What is your current principal role ? *(please check one appropriate box)*:

☐ State Administrator
☐ District Administrator
☐ School Administrator
☐ Teacher
☐ Community Representative
☐ Teacher's Aide
☐ Parent
☐ Student
☐ Counselor
☐ Health Service Staff
☐ Other ____________________

Please indicate the *NUMBER* of students in each group for whom you are responsible in the space provided:

Children in poverty ______
Migrant children ______
Bilingual children ______
Urban children ______
Limited English Proficient ______
Children with disabilities ______
Rural children ______
Alaska natives ______
Immigrant children ______
Indian children ______
Homeless/neglected/delinquent ______
Native Hawaiians ______
ALL ______

Please score each Workshop attribute by circling the appropriate rating:

ATTRIBUTE	Poor	Below Average	Average	Above Average	Outstanding
Content	1	2	3	4	5
Relevant for you	1	2	3	4	5
Timeliness	1	2	3	4	5
Presenter(s)	1	2	3	4	5
Material(s)	1	2	3	4	5
Training Activities	1	2	3	4	5
Opportunity for Involvement	1	2	3	4	5
Potential Impact on School Practice	1	2	3	4	5

PLEASE TURN OVER

What might help make this a better workshop for you?:

Other comments:

If you would like to receive some follow-up to this workshop, please list how we might provide assistance to you:

Please provide name, address and/or telephone number for Comprehensive Center staff to contact you or your organization:

THA[illegible] YOU!

Appendix

Hillsboro School District 1J
Language Arts Content Goals
FIFTH GRADE

Reading

Decoding/Accuracy
- Continue to read accurately by using phonics, language structure, and visual cues.

Fluency
- Read orally with natural phrasing, expressive interpretation, flow, and pace, recognizing punctuation, using phonetic and grammatical structures to self-correct.

Word Meaning

Determine meanings of words using contextual and structural clues, illustrations, and other reading strategies.
- Use context clues to choose the correct meaning for identified words in the reading passage.
- Use knowledge of commonly used prefixes and suffixes to help define words in context.
- Use knowledge of contractions and possessives to help determine the meaning of words in the passage.
- Increase word knowledge through systematic vocabulary development

Locate Information

Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.
- Use tables of contents and indexes to locate specific information.
- Use information in illustrations, graphs, charts, diagrams, and tables to help understand a reading passage.
- Use a glossary to locate words to help clarify meaning.
- Use headings to locate where needed information is likely to be found.

Literal Comprehension

Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.
- The order of events or a specific event from a sequence of events.
- A statement or sentence that best indicates the main idea of the selection.
- * Directly stated facts, e.g., actions or events; directions for an experiment or problem solving exercise; information from charts/graphs; names of characters, places, or things in the selection; special circumstances relevant to the story.
- * Directly stated opinions.
- * Details such as key words, phrases, or sentences that explicitly state important characteristics, circumstances, or similarities and differences in characters, times, or places.

Inferential Comprehension

Identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material.
- * Identify implicit relationships, such as cause and effect, sequence, time relationships, comparisons, classifications, and generalizations.
- * Predict future outcomes or actions.
- Infer an author's unstated intention(s) or meaning by drawing conclusions from images, patterns, or symbols in the text.

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		Literal					Inferential		
		1	2	3			4	5	
	AC	–	+	✓	3		✓	–	2
	AG	+	+	+	4		+	✓	3
ESL	AL	+	–	+	3		–	–	2
	AM	+	+	+	4		✓	–	2
	AV	–	✓	✓	3		✓	–	2
ESL	BB	✓	✓	✓	3		+	✓	3
	CG	+	–	+	3		✓	✓	3
	CK	✓	+	+	4		✓	–	2
	CM	+	+	+	4		✓	+	3
	CP	–	✓	–	2		✓	+	3
	JE	✓	+	+	4		+	✓	3
	KA	–	–	✓	2		✓	✓	3
	KF	✓	–	–	2		–	–	1
	KM	–	–	–	1		–	–	1
	KV	+	✓	✓	3		+	+	4
	MH	+	–	+	3		✓	–	2
	MM	+	✓	✓	3		–	+	3
	MO	✓	✓	✓	3		–	✓	2
ESL	OV	✓	–	–	2		–	–	2
	SK	+	+	+	4		+	–	3
	TS	✓	–	–	2		–	–	1
	TT	+	+	+	5		+	+	5
		+10	+8	+10	5 - 1		+6	+5	5 – 1
		✓7	✓6	✓6	4 – 6		✓9	✓6	4 – 1
		- 4	- 7	- 5	3 – 9		- 6	- 10	3 – 9
					2 – 4				2 – 8
					1 – 1				1 – 2

Average 3

Average 2.5

231

October 12

A lush green island was there in the morning, and our three ships approached it carefully, maneuvering through breakers and a threatening barrier reef. We could see clear down to the reef in the sparkling blue waters as we sailed through. And, ah, it is truly land, truly earth, here so far from Spain. The *Santa María* led the way into the sheltered bay of the island and got a mark of only five fathoms' depth. We anchored there and barely paused to admire the breathtaking beauty. Small boats were prepared, armed, and lowered, and in these some of us went ashore. Out of respect, all waited while Christopher Columbus leaped out of the boat, his feet the first to touch this new land. (I wondered what my mother would say if she knew her son had lost the 10,000 maravedis to the Captain, who claimed it for himself.)

The Captain carried the royal banner of our king and queen, and as everyone else scrambled out of the boats and secured them in the white sand, he thrust the banner into the earth and then sank down to his knees and said a prayer of thanksgiving for our safe arrival in India. Others dropped to their knees around him. Diego was beside me, and he clapped his hand on my shoulder. I knew he was happy to be on land again. I was, too, although I have been at sea so long that even on land the ground seems to buckle and sway beneath my feet.

The Captain made a solemn ceremony and formally took possession of the land for the king and queen, naming it San Salvador. We all witnessed this, and then little by little we noticed something else—there were people stepping out from the trees, beautiful, strong, naked people, with tanned skin and straight black hair. My mother would have lowered her eyes or looked away, as I have seen her do in our home when someone dresses, but I could not take my eyes off them. Some had boldly painted their bodies or their faces, some only their eyes, some their noses. They were so beautiful and gentle. They walked towards us slowly but without fear, smiling and reaching out their hands.

The sailors watched them in wonder, and when these people came near, the crew gave them coins, little red caps, whatever they had in their pockets. Columbus himself showed one native his sword, and the native, never having seen such an instrument before, slid his fingers along the sharp edge and looked startled at his fingers that dripped blood into the sand.

Everyone was smiling and so friendly. Close up, we could see how clear and gentle their eyes were, how broad and unusual their foreheads. The Captain especially noted and said to one of his men, "See the gold in that one's nose? See how docile they are? They will be easy. We will take six back with us to Spain."

I think at this, too, my mother would have lowered her eyes.

October 16

So much has happened. There is so much to remember and record, and so much I do not think I want to tell my mother. Perhaps I will keep these letters to myself after all. The natives think that we are angels from God. They swim out to us, wave, throw themselves in the sand, hold their hands and faces to the sky, and sing and call to us. The crew loves it, and no one loves it better than Columbus. He lifts his open palms to them like a priest at mass. I sometimes wonder if he doesn't believe these natives himself just a little bit.

They come right out to the ship in swift dugouts that sit forty men, and sometimes as they approach us the dugout tips, but in minutes they right it and begin bailing it out with hollow gourds. All day long the Indians row out to see us, bringing gifts of cotton thread, shell-tipped spears, and even brightly colored parrots that sit on our shoulders and cry out in human voices. For their trouble we give them more worthless beads, bells, and tastes of honey, which they marvel at.

The six native men Columbus has taken aboard are not very happy. One by one they are escaping, which I cannot help but say I am happy for. One jumped overboard and swam away, and another jumped overboard when a dugout came up alongside us in the darkness. Some of the crew seized another man coming alongside in a dugout and forced him on board. Columbus tried to convince him of our good intentions through sign language and broken words and more gifts of glass beads and junk, and the man rowed back to some people on the shore. They stood talking to each other and pointing at our ship. Columbus smiled and was convinced they know we are from God. Me, I am not so sure they will believe it for much longer.

From *Pedro's Journal* by Pam Conrad. Copyright 1991 by Pam Conrad. Published by Boyds Mills Press. Reprinted by permission.

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Name: MO

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *They leaped out of the ship onto the sand*

2. What information does Pedro provide about the land of San Salvador?

✓ *nice beautiful and a lot of trees*

3. What information does Pedro provide about the people of San Salvador?

✓ *strong, naked, people, tanned and faces painted*

②

✓ 4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by… *Seeing land and natives*	Was discouraged by… *Seeing the natives and a lot of water and his men*

—

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *No too much water for two months and his mom*

4

Name:CM

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *I know that Columbus and his crew were happy to land because Pedro wrote that Clumbus nelt down and thank God that they had reached India*

2. What information does Pedro provide about the land of San Salvador?

+ *Pedro wrote that the land was warm, suny and not all buatiful.*

3. What information does Pedro provide about the people of San Salvador?

+ *Pedro said on Page 97 that the people were beautiful, strong, taned skin and had sraight black hair.*

3

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

−

COLUMBUS	PEDRO
Was encouraged by… *smily natives goled indenes are docile.*	Was discouraged by… *The crew was mean to Inedaneds He does not think the people will be live clombas mock more*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+ *No I don't think he would because he had to leve his mom/famle.*

4

Name:AM

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *I think Columbus was happy to be on land because he nelt and sayed a prayer of Thanksgiving for their safe arrival in India.*

2. What information does Pedro provide about the land of San Salvador?

+ *They could see cleer down to the reef in the sparkling blue waters, with white sand.*

3. What information does Pedro provide about the people of San Salvador?

+ *They were beautiful, strong, naked people with tanned skin and straight black hair*

2

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by… *getting more land and pleasing the king and queen.*	Was discouraged by… *lousing 10,000 maravedis to the Captain, who clamed it for himself.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Yes because If he impressed the king and queen he could think he can do it again.*

4

Name: SK

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you kno.v Columbus and his crew were happy to land?

+ *I know Columbus and his crew are happy to be on land because they get on their hands and knees and bowing and praying.*

2. What information does Pedro provide about the land of San Salvador?

+ *Pedro provides that the land of San Salvador is a beatful place with white sand, big trees and warm weather.*

3. What information does Pedro provide about the people of San Salvador?

+ *Pedro provides that the people of San Salvador are extremely tan they have long, thick, black straight hair no clothes, and they have boldly body paint on themselves.*

3

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
1. San Salvador people bowing to him and his crew	*1. Taking six San Salvador people*
2. Seeing land	*2. lost $10,000 to Columbus*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Yes, I do think Pedro would be eager to go on more voyages with Columbus because with Columbus one would always have a great time because Columbus always will go to the extreme.*

③

Name: BB

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *I think Columbus and his crew were happy to land when the people that had paint on their body and they thought that Columbus and the other people were angels.*

2. What information does Pedro provide about the land of San Salvador?

✓ *I think the information that Pedro provide about the land of San Salvador is that people were coming from the palms.*

3. What information does Pedro provide about the people of San Salvador?

✓ *The information about the people of San Salvador is that they had no clothes, but they had paint in their bodies.*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
When he found land	*People not traiding good.*
when he saw the people they made friends.	*People without clothes.*
He went looking for India.	*He didn't was the first to find land.*
	He went away from his mom.

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *I think Pedro would be happy to go to more voyages so that he can find something for his mom, but I think that Pedro might stay in his house because he might be sad because he didn't was the first one to saw land.*

Name: AC

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

– *because I say clubus was happy to Land on land again and get 10,000 Millon bucks. and name the Land after his queen and king*

2. What information does Pedro provide about the land of San Salvador?

+ *Tropical, warm climete and clear blue waters that is refeshing*

3. What information does Pedro provide about the people of San Salvador?

✓ *The are frendly paint There selve There mostly nacked. And are rich.*

②

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by... *The ideins bring caper coins like gold and saw how hansom they where and how Kind they where.*	Was discouraged by... *he does not want to tell his mother because he wrote so much and he wants to keep theses Letters to himself*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *yes becuse he had the hole arportunity to stay by clumbus side and if he went on others and wrote there jornuels he would be eagert to go on alot*

5

Name: TT

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *In the book it says, "everyone else scrambled out of the boats." The word "scrambled" tells you that they are very excited. It also says that Diego , he was beside him, "clasped his hand on my shoulder.*

2. What information does Pedro provide about the land of San Salvador?

+ *He says the island is lush and green. It is a warm place. It has palm trees and lots of bushes. The water is clear blue.*

3. What information does Pedro provide about the people of San Salvador?

+ *He says that they are beautiful, strong, tanned, straight black hair, gentle, docile and wonderous. They belive that the crew is from God.*

5

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
How the Taino people reacted when they saw the crew. The supplies they got from the Tainos' Columbus being the first to see land and getting to keep the 10,000 maravel's.	*Columbus wanting to take a few of the Taino people. Not getting the 10,000 maravels. Columbus being so excited, or happy about the Tainos' thinking they are from God.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+

No, I don't think Pedro would want to go on another voyage. I think so because he was definatly happy to reach land, whether it was home, or somewhere new. I could tell he wasn't to happy about his captain either. I can tell he didn't like what Columbus was doing either, by trying to capture the Tainos or being so happy about the natives thinking they are from God.

Name: MH

3

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *Because when they got their they all droped down too their knees and said a prayer of thanksgiving for arriving safe. And also the captain makes a answer.*

2. What information does Pedro provide about the land of San Salvador?

– *He porvides what it looks like and whos on it he tells what they water looked like when the first aproched.*

3. What information does Pedro provide about the people of San Salvador?

+ *That there are people with buitfull bodys and hair and they where strong and nacked.*

2

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by… *being happy and going on to finde land*	Was discouraged by… *if he found lands that he would have the 10,000 dollars so he could get every thin he wants and to share the land they find*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Yes because he could see more land and meet new people make new frinds and travle.*

240

Name: AL

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *Because when they get there they all get in there kness and start to prey for landing safe in land. And also the captain makes a ceromany.*

2. What information does Pedro provide about the land of San Salvador?

_ *He provides what it look like and how the watter look lie when he get's there*

3. What information does Pedro provide about the people of San Salvador?

+ *That there are people that are beatiful and with tann skin. And that they are also strong and naked people with no clothes on and Black hair. Some of them have painted themselves.*

②

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
– *bieng happy and by going on to find that land well the first person Who finds land well be given 10,000 martavedis*	*The look and the saddness to see those people naked.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Yes! Because he enjoyed it and because he looks like whanting to know more about land.*

Name: MM

④

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Because Columbus neald to the ground and prayd.*

2. What information does Pedro provide about the land of San Salvador?

✓ *Pedro providies <Discribed> about the land that it had clear blue waters, warm climate.*

3. What information does Pedro provide about the people of San Salvador?

✓ *That they were amazed that they never seen such gagets.*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

–

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
Seing the people of the land.	*going in the water*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+ *I think pedro doesn't want to go on any more because he missed land to much.*

4

Name: OV

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Well I thouth that they were happy of land because they found it. and also because they found other people well I just thouth that because I be happy for land*

2. What information does Pedro provide about the land of San Salvador?

– *The infomration that pedro provide about San Salvador is he help Columpus find San Salvador and also they found people in San Salvador*

3. What information does Pedro provide about the people of San Salvador?

✓ *The information that Pedro provide about the people in San Salvador is there takeing six people to were calampunz came from*

2

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
– *Finding Land and winning 10,000 for finding 1 and and I think he was also encouraged for Finding people on the land That Columbus and he crew found.*	*Not doing brately eney thing or helping Columus find Land and finding the people*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Well…I Think that Pedro will go on annother voyages because he like when they found land and the people and won the 10,000 dollars they won for finding that island and called San Salvador.*

3

Name: AV

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

– *Columbus new his crew was happy when the landed because the people there had there bodys painted, and had black hair they were painted on their face's or just their eye's.*

2. What information does Pedro provide about the land of San Salvador?

✓ *Pedro think it look like a lush green island and very beautiful he thinks land is truly earth.*

3. What information does Pedro provide about the people of San Salvador?

✓ *Pedro descibs the people very nice and their nice black hair and their nicely painted faces.*

2

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by… *Land* *People* *gold* *Suplies* *gifts* *Angel*	Was discouraged by… *Columbus is trying to take nativs. They cept jumping out of the boat..*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Yes because he liked what he saw and the people there were nice and he liked that experience.*

②

Name: KF

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Columbus and his crew. Cloumbus was the frist to touch this new land.*

2. What information does Pedro provide about the land of San Salvador?

– *Pedro say that there are six native men Cloumbus has took aborad.*

3. What information does Pedro provide about the people of San Salvador?

– *Pedro tell when they go through another land.*

①

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by… – *Columbus escaping*	Was discouraged by… *the crew*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *No because Pedro sound like he like it.*

Name: TS

2

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Because they wanted to Decover the island and Because they jumped OUT almost Right when They landed.*

2. What information does Pedro provide about the land of San Salvador?

— *He tells you That he was a caban Boy and gives you Detell.*

3. What information does Pedro provide about the people of San Salvador?

— *He said that columbas said they would be given 10,000 allers and sees the land on October 11 1492.*

1

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by… *Captain Columbus*	Was discouraged by… *Not shure.*

—

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

— *I think he should because he tells you more Detail so yah he should.*

② **Name: KA**

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

– *I think they were happy to land because the had thought they would get spices and stuff*

2. What information does Pedro provide about the land of San Salvador?

– *That thare people that look like people from india so he says the place dose not look li this in the picturse*

3. What information does Pedro provide about the people of San Salvador?

✓ *He says they have tand sikin and are vary cerise about thare stuff*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
land	*Storms*
people	*Short food*
cuiosty	*Shipreck*
Gold	*monsters*
spices	
his crew	

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *yes because he now knows what the cea is like even if thare are a lot of dangers*

Name: KV

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *They got off the boats and fell to their knees and thanked God for landing on solid ground.*

2. What information does Pedro provide about the land of San Salvador?

✓ *There are Natives and there are beaches.*

3. What information does Pedro provide about the people of San Salvador?

✓ *That they like honey and they think they're from God and that they like worthless beads.*

④

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by… *He didn't fall off the world and when he found land and found valuable stuff on North America.*	Was discouraged by… *When the natives were captured and when they didn't see land for a long time.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+ *No because he saw his own people take native Americans away from there friends and family.*

3

Name: CG

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *I think Colubus and his crew were happy to land because he got on his knees and said thanksgiving for our Safe arrival. Its say diego was happy to be on land*

2. What information does Pedro provide about the land of San Salvador?

– *we witnessed this land to be San Salvador cause it showed he new little and little more things were coming out from behind the tree.*

3. What information does Pedro provide about the people of San Salvador?

+ *That they are neked and coming out from behind the trees and coming towards them very slowly and he said they seemed nice cause the were smiling.*

3

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by… *Finding land and seeing that it was india and being very happy that he found it on the eleventh of october*	Was discouraged by… *not getting 10,000 mavols things that the captain said he would give to him*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *Yes because I think he now about land and would probably like to write another exciting Journal that our class can read and I think he would like to go*

Name: KM

1

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

   Not to fall of the edge of the world

2. What information does Pedro provide about the land of San Salvador?

   Pedro provids information that there was a lot of Land and Spices

3. What information does Pedro provide about the people of San Salvador?

   he wants them to come Home with him to Spain.

1

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by… *finding the land*	Was discouraged by… *the people did not Go.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

   yes because he would like to get money

④

Name: JE

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Because it says that the native men weren't happy, but probablie his crew were happy to land because they were not very happy on the ship because Christopher Columbus was the caption and they probablie got bossed around all the time. I think Columbus was happy to come to land because he found native people their.*

2. What information does Pedro provide about the land of San Salvador?

+ *there is a lot of clear blue water, lots of trees, warm water and a lot of native men and woman. the native people probablie like their climat because they jumped off the ship when they got put ON*

3. What information does Pedro provide about the people of San Salvador?

+ *They all were hidden behind trees then they came out naked they have long black hair. Pedros mother would close her eye's and look down but Pedro thought the girls were so beautiful he had to look at them*

② 4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
coming to land because he found indian native people their and he wanted to take some with him so that he can show people back at home.	*Having Christapher Columbus take some of the native people and just threw them on the ship like they were some kind of animals but they jumped off and Pedro*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *yes because he got to see stuff that he wouldn't see at home and experience that native people are not bad they are so beautiful he couldn't take his eyes off of the so called beautiful woman. I would like to go because it looks like it would be exciting to be on the ship with Christopher Columbus.*

Name: CP

②

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

– *Because in the story when thay landid thay thought thay where in India Christpher Clumbus thought he found a Knew roght to India. And he will go down in history.*

2. What information does Pedro provide about the land of San Salvador?

✓ *Pedro describs San Salvadoras a pece full Place and Puts a lot of detal into it*

3. What information does Pedro provide about the people of San Salvador?

– *Pedro decribs the new peopol whith rather good discripson*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
Columbus was encuraged by triying to find a new rote to India where He landid he though he was on India.	*Pedro was discouraged by the Indians Because thay though the wer angals of god And Pedro was afrad that they would not think that for long*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+ *I think Pedro would not like to go on exploration agen of what hapend whith Christpher Columbus voge. Becase he probbley would not whant to see the see for awinll. And so he can speend some time whith his mother befor she dies.*

4

Name: AG

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *I know Columbus and his crew were happy to land because Columbus leaped out of the boat.*

2. What information does Pedro provide about the land of San Salvador?

+ *The captain made a solem ceremony and formally took possession of the land for the King and Queen naming it San Salvador. It was a lush green Island with sparkling blue water.*

3. What information does Pedro provide about the people of San Salvador?

+ *Beautiful strong naked people were stepping out of trees. They had tanned skin and straight black hair.*

3

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by… *When he saw the people. He was encouraged to find out more about them.*	Was discouraged by… *It discourages Pedro when he finds out Columbus was going to enslave six men.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *I think Pedro would like to go on more voyages of exploration. But I think he would want to stay at least a year in San Salvador to explore first. I think he would like to explore because he would want to see all diferent kinds of people and places. He sounds like an adventurous person.*

Name: CK

4

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *They were happy to see land by seeing two pepol and faling on ther knes and giving food and junk and old cloths some nekleses. and they fond American and could live ther and start a new land.*

2. What information does Pedro provide about the land of San Salvador?

+ *He talks aboat the whithe sand and tale trees and blue water and how the Sand buckels around ther Knees. They wer happy to see land.*

3. What information does Pedro provide about the people of San Salvador?

+ *Pepol with no cloths and with paint on and gentel bodes. They had tan Skihen: Some with Paint on ther noses and Some With Pant on ther bodeys.*

2

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by… *I think Columbus must fel he found new land and that he is happy. he probele thinks he can find gold ther. He wants to be abel to live ther.*	Was discouraged by… *I think PEDRo was discouraged by not finding new land and not being abel to tel his mom. Pedro thinks he can take pepol bake to Spian. he wants to tell his mom about the pepel.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *I think he would becuas he wants to find new land and new pepol and gold So he could get rich. I also think no becas he mite not find hew land or new pepol or gold.*

HILLSBORO SCHOOL
• DISTRICT 1J •

PROGRESS REPORT

Primary – Grades 1-3
Hillsboro, Oregon

Name:____________________________

Grade Level:_____ **School Year:**_______

Teacher:__________________________

School:___________________________

ATTENDANCE	1st	2nd	3rd	4th
Number of Days **Present**				
Number of Days **Absent**				
Number of Days **Tardy**				

ACHIEVEMENT SCORING GUIDE KEY	
6	**Exemplary** - Shows exceptional application consistently
5	**Advanced** - Exceeds the standard
4☆	**Proficient** - Shows the standard as expected at grade level
3☆	**Meets** - Shows standard in writing and speaking as expected at grade level
3	**Developing** - Application of content and/or skills
2	**Emerging** - Shows some application of content and/or skills
1	**Beginning** -Shows little or no application of knowledge or skills
NA	**Content not taught or assessed during this grading period**
NE	**Little or no evidence from student**
M	**Modified instruction - see attached progress report**

EFFORT AND SUCCESSFUL LEARNER KEY	
+	**Consistently Demonstrates**
✓	**Usually Demonstrates**
Ø	**Rarely or Does Not Demonstrate**

CHARACTERISTICS OF A SUCCESSFUL LEARNER	1st	2nd	3rd	4th
Persistent - Stays with a task				
Cooperative - Works and interacts well with others				
Considerate - Sensitive to the feelings of others; gets along with and supports others				
Resourceful - Sorts out problems, seeks help appropriately				
Work Ethic - Demonstrates work habits to complete duties and assignments in a timely manner: ***Daily work***				
Homework				
Responsible - Accepts responsibility for own actions and behavior				
Respectful - Demonstrates respect for self, others, rules, authority and property				
Reflective - Thinks problems through, gives reasons for opinions, self-evaluates				
Attentive - Listens well and follows directions				

READING/LITERATURE	1st	2nd	3rd	4th
Effort				
Reads accurately using decoding strategies, including phonics				
Reads fluently				
Word meaning and context clues				
Applies skills to locate information				
Comprehension				

WRITING – 3☆=MEETS STANDARD	1st	2nd	3rd	4th
Effort				
Modes taught: narrative, expository, persuasive, imaginative				
1. Ideas and content				
2. Organization				
3. Conventions				
Voice, word choice, and sentence fluency are being taught.				
Spelling (4 = proficient)				
Handwriting (legibility) (4 = proficient)				

SPEAKING – 3☆=MEETS STANDARD	1st	2nd	3rd	4th
Effort				
Speaks effectively for a variety of audiences and purposes				

4th Quarter scores denote achievement relative to end-of-year standards.

MATHEMATICS	1st	2nd	3rd	4th
Effort				
Knows basic facts				
Computation				
Application of number theory				
Estimation				
Measurement				
Geometry				
Probability and statistics				
Patterns/algebraic relationships				
Problem solving				

SCIENCE	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts and processes in earth and space, life, and physical science				

SOCIAL SCIENCES	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts and relationships in history, civics, geography, and economics				

HEALTH	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts of safety, diseases, healthy and fit body, informed consumer, and healthy relationships				

ART	1st	2nd	3rd	4th
Effort				

MUSIC	1st	2nd	3rd	4th
Effort				
Understands and applies concepts of music literacy (Gr. 3)				

PHYSICAL EDUCATION	1st	2nd	3rd	4th
Effort				
Sportsmanship/Behavior				

______**Grade for** ________**School Year**

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HILLSBORO SCHOOL
• DISTRICT 1J •

PROGRESS REPORT

Intermediate - Grades 4-6
Hillsboro, Oregon

Name:______________________________

Grade Level:_____ **School Year:**_______

Teacher:____________________________

School:_____________________________

ATTENDANCE	1st	2nd	3rd	4th
Number of Days Present				
Number of Days Absent				
Number of Days Tardy				

ACHIEVEMENT SCORING GUIDE KEY	
6	**Exemplary** - Shows exceptional application consistently
5	**Advanced** - Exceeds the standard
4	**Proficient** - Shows the standard as expected at grade level
3	**Developing** - Application of content and/or skills
2	**Emerging** - Shows some application of content and/or skills
1	**Beginning** -Shows little or no application of knowledge or skills
NA	Content not taught or assessed during this grading period
NE	Little or no evidence from student
M	Modified instruction - see attached progress report

EFFORT AND SUCCESSFUL LEARNER KEY	
+	Consistently Demonstrates
✓	Usually Demonstrates
Ø	Rarely or Does Not Demonstrate

CHARACTERISTICS OF A SUCCESSFUL LEARNER	1st	2nd	3rd	4th
Persistent - Stays with a task				
Cooperative - Works and interacts well with others				
Considerate - Sensitive to the feelings of others; gets along with and supports others				
Resourceful - Sorts out problems, seeks help appropriately				
Work Ethic - Demonstrates work habits to complete duties and assignments in a timely manner: ***Daily work***				
Homework				
Responsible - Accepts responsibility for own actions and behavior				
Respectful - Demonstrates respect for self, others, rules, authority and property				
Reflective - Thinks problems through, gives reasons for opinions, self-evaluates				
Attentive - Listens well and follows directions				

READING/LITERATURE	1st	2nd	3rd	4th
Effort				
Reads fluently				
Word meaning and context clues				
Applies skills to locate information				
Comprehension				
Extending understanding				
Text analysis				

WRITING	1st	2nd	3rd	4th
Effort				
Modes taught: narrative, expository, persuasive, imaginative				
• Ideas and content				
• Organization				
• Voice				
• Word choice				
• Sentence fluency				
• Conventions				
Spelling				
Handwriting (legibility)				

SPEAKING	1st	2nd	3rd	4th
Effort				
Speaks effectively for a variety of audiences and purposes				

4th Quarter scores denote achievement relative to end-of-year standards.

_____Grade for _________School Year

MATHEMATICS	1st	2nd	3rd	4th
Effort				
Knows basic facts				
Computation				
Application of number theory				
Estimation				
Measurement				
Geometry				
Probability and statistics				
Patterns/algebraic relationships				
Problem solving				

SCIENCE	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts and processes in earth and space, life, and physical science				

SOCIAL SCIENCES	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts and relationships in history, civics, geography, and economics				

HEALTH	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts of safety, diseases, healthy and fit body, informed consumer, and healthy relationships				

ART	1st	2nd	3rd	4th
Effort				

MUSIC	1st	2nd	3rd	4th
Effort				
Understands and applies concepts of music literacy				

PHYSICAL EDUCATION	1st	2nd	3rd	4th
Effort				
Sportsmanship/Behavior				
Skill development				

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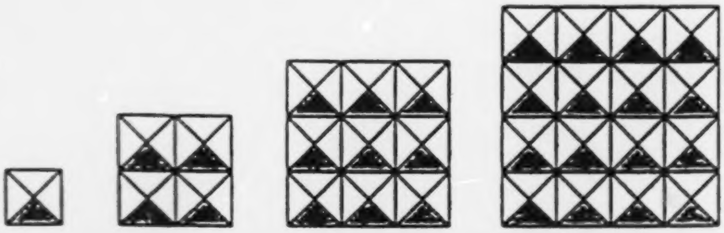
NAME: VA

RATER	P/E/N	CU	PS	C	V
	5	4	5	4	1

How many shaded triangles will be in the 10th arrangement?



This problem is asking me to find out How many shaded triangles are in the 10th arrangement.

First I figured out that each arrangement number times itself exuals how many squares there are. Each square has a triangle. My answer is in the 10th arranigement there will be 100 triangles

$$\begin{array}{r} 10 \\ \times 10 \\ \hline 100 \end{array}$$

100 squares = 100 triangles

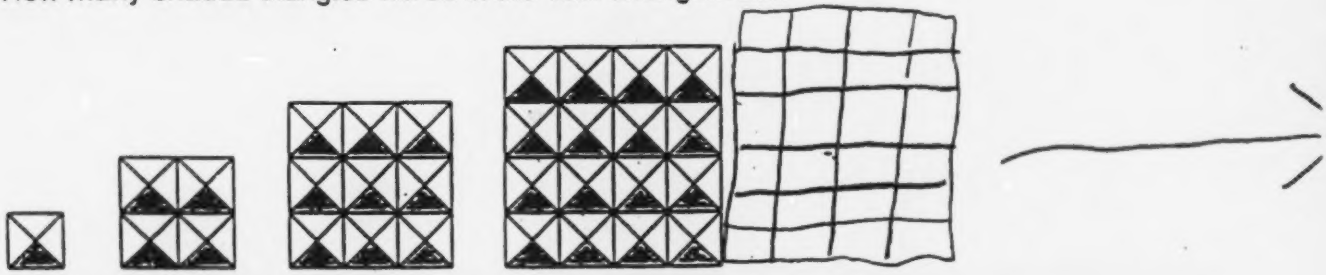
number	squares	triangles
1	1	1
2	4	4
3	9	9
4	16	16
5	25	25
6	36	36
7	49	49
8	64	64
9	81	81
10	100	100

★ See me about how to make this a strong 5.

NAME: PA

RATER	P/E/N	CU	PS	C	V
	1	2	2	2	1

How many shaded triangles will be in the 10th arrangement?



This problem is asking me to find how many shaded triangles ther will be in the 10th arrangement.

There will be 57 more shaded triangles.

I got my anser because on the first triangt there is ① shaded then on the secend squar they aded three more triangls to the first one and I did it for the secend one and thrd one and then the fourth one and sowon and sowon and then I got to ten and it was 57.

So my anser is $\boxed{57}$

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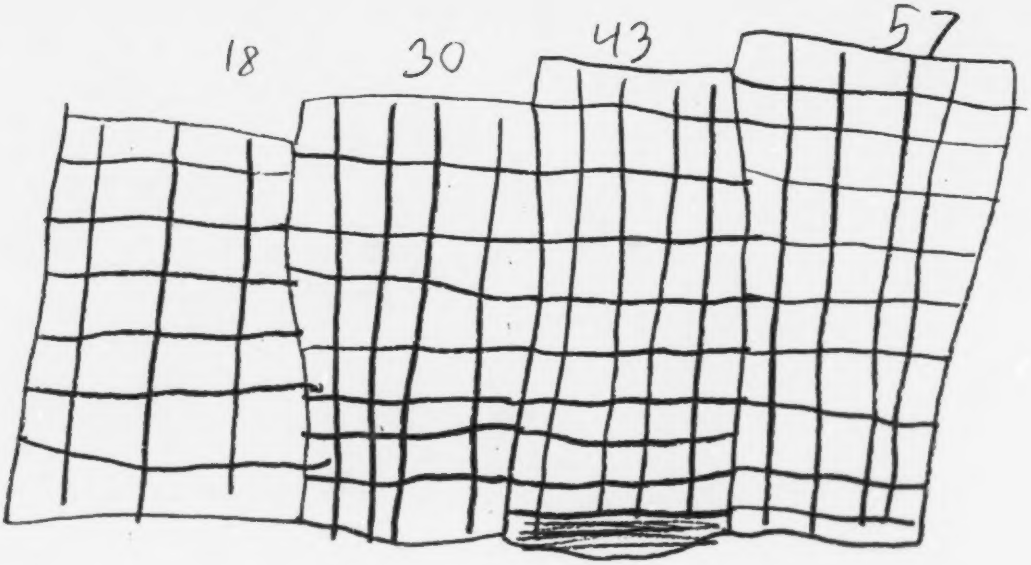
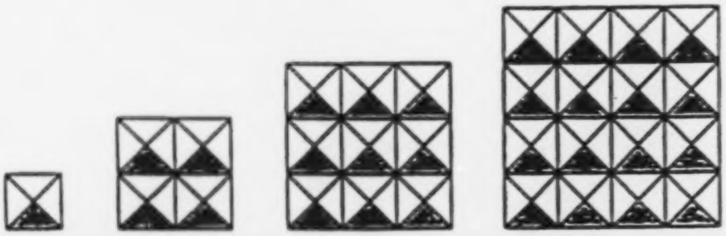
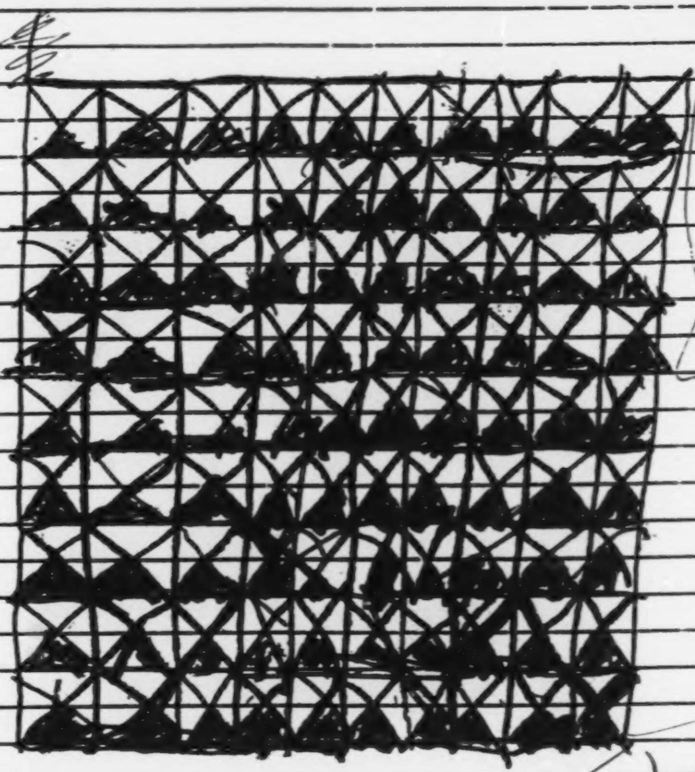

18
30
43
57

NAME: My

RATER	P/E/N	CU	PS	C	V
	5	4	4	3	2

How many shaded triangles will be in the 10th arrangement?





I got my answer by a 10X10 S[illegible] And my answer's is 100 Shaded triangles

Answer

Verification

~~10X10=100~~

10X10=100

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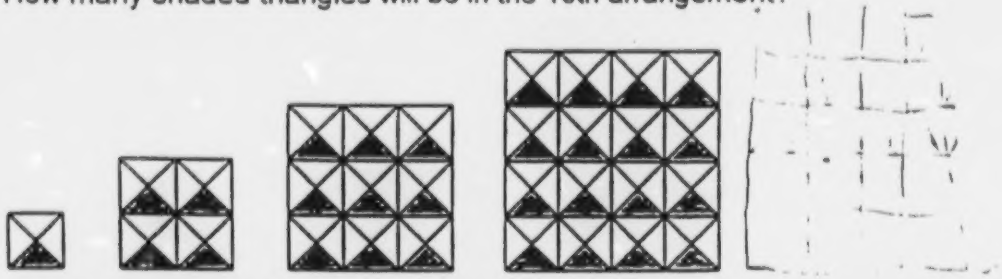
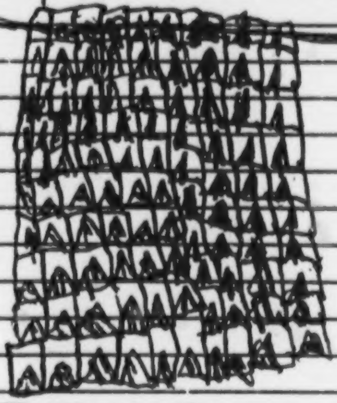
NAME: KU

RATER	P/E/N	CU	PS	C	V
	5	4	3	2	2
	5	4			

How many shaded triangles will be in the 10th arrangement?



This problem is asking me to show how many tryangels will be in the 10th box. I will start by timsing 1x1 and reach my way up to 10 x the humber of Shaded tryangels.



My ahsew is 100 The Way I got my ahsew was by ~~[illegible]~~ muliplying 10 x 10 and I got my ahsew

I dobelchecked my ahsew by usiing a Chalkujater and it was writ. I made a boxe buy ading one squrare and every box hade one more squrar eache time.

I am going to mack a Chart of my work.

NAME: GR

RATER	P/E/N	CU	PS	C	V
	1	2	2	3	1

How many shaded triangles will be in the 10th arrangement? The [illegible]

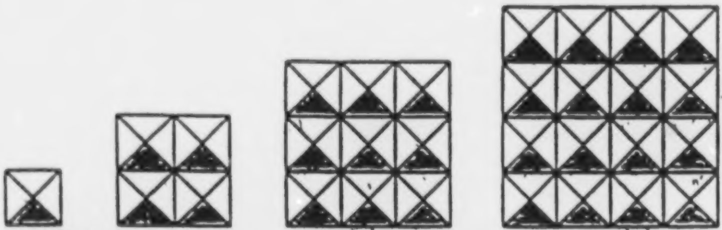


figure out hohest number of Δ would be shaded at number 10

The problme is asking me to frist in sqare number one the is one trangangle shaded in the second sqare has four shaded in in the third sqare has ninie shaded in the fourth one has sixteen shaded in so it shows that it is couting by 4 fours and sevens so the fith one would be twenty thre because it's mostly couting by seven so now the sixth one would be therty so then the next one would be therty seven the if sqare seven was therty seven the next one would be fourty four the egith one would be fifty one the nineth one would be fifty eghit then the last one nember ten would be sixty five.

my answer is
sixty five becaus
I couted by seven

G. BANSwer

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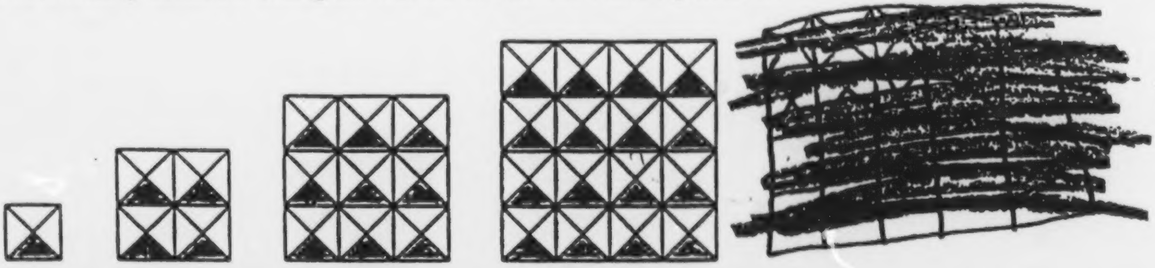
NAME: Vu

RATER	P/E/N	CU	PS	C	V
	PS	4	4	3	1

③
4|17

How many shaded triangles will be in the 10th arrangement?

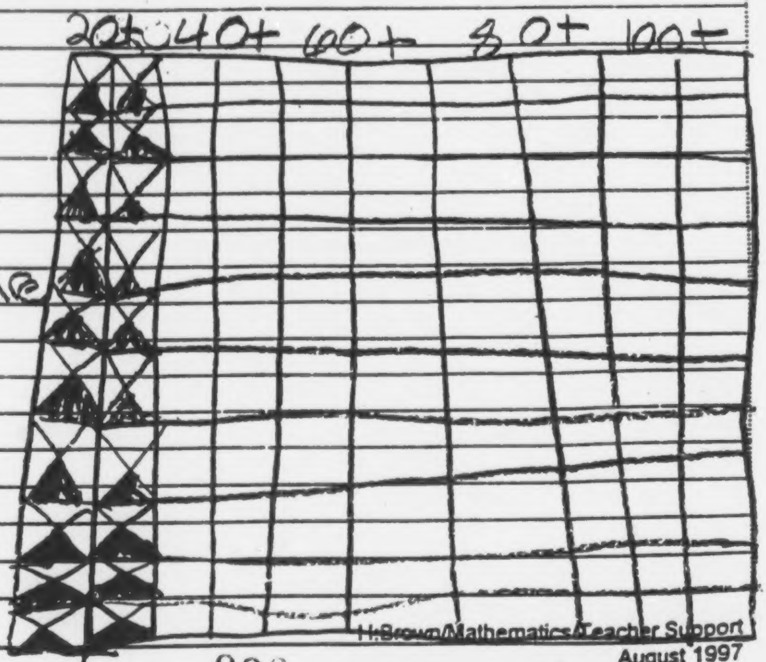


This problem ask us to tell how many shaded triangles will be for the 10th arrangement.

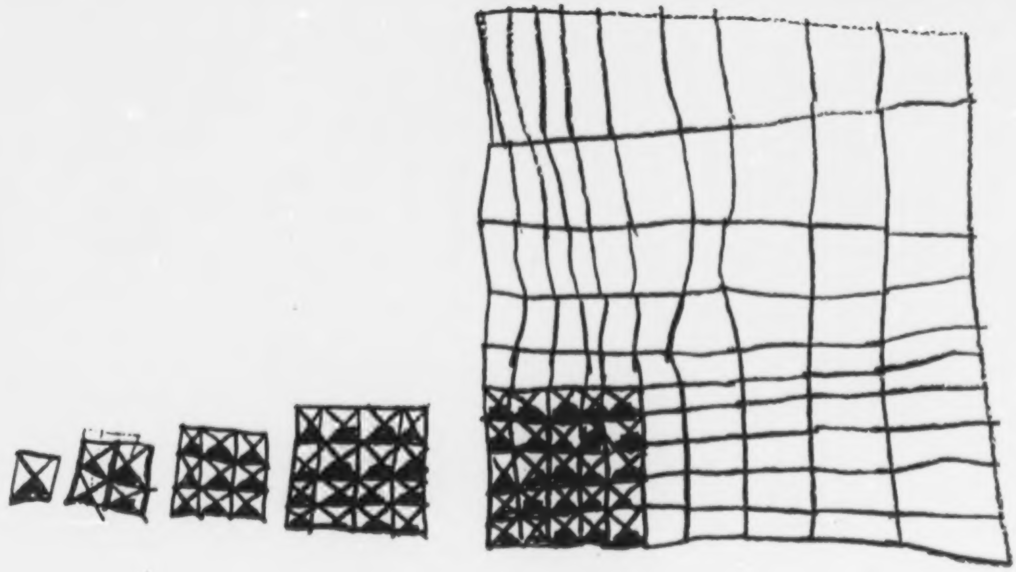
Answer

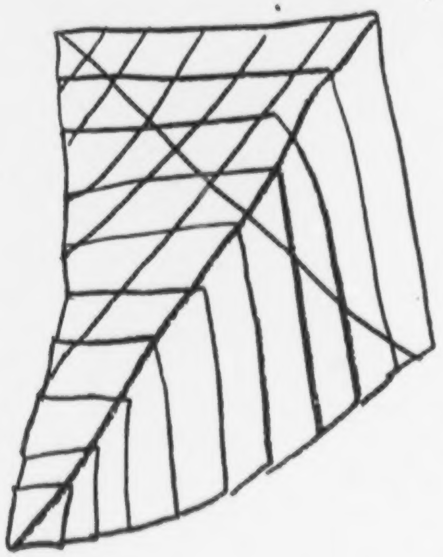
100 triangles

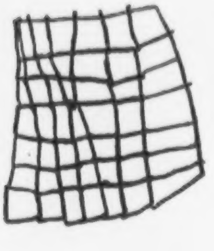
Did not work

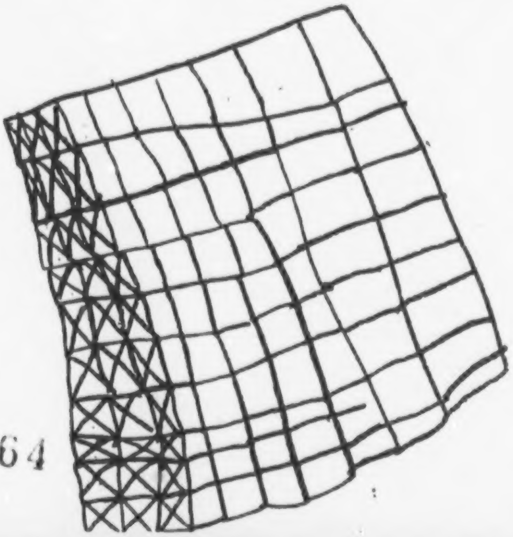


I draw a picture of the 10th arrangement.





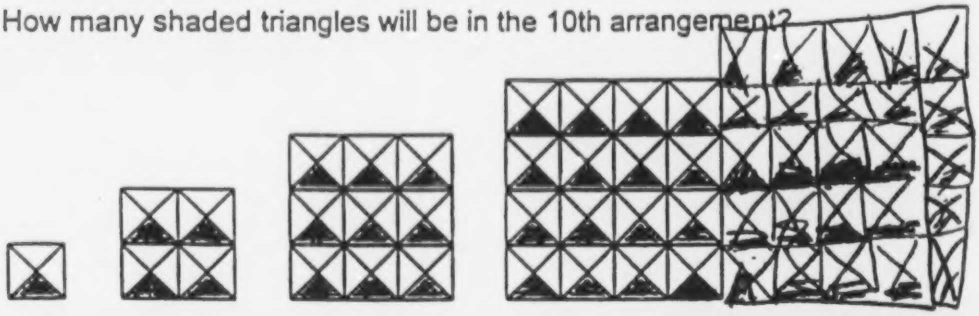




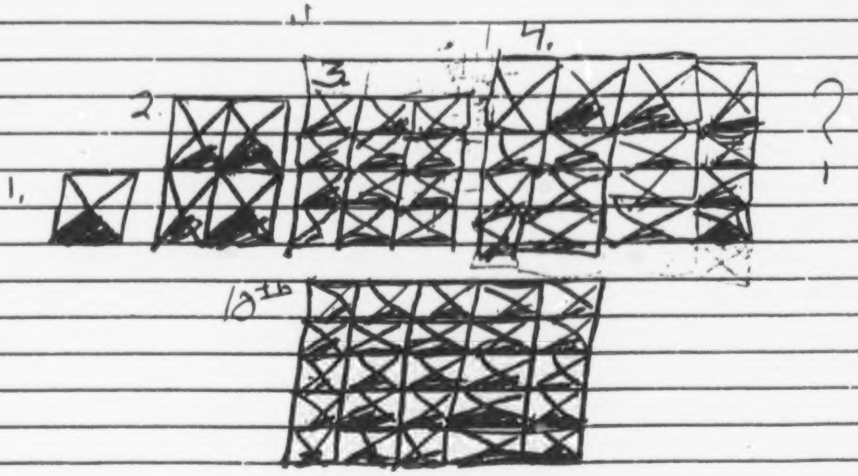
NAME: VR

RATER	P/E/N	CU	PS	C	V
	1	2	2	2	1

How many shaded triangles will be in the 10th arrangement?



In the ten^th^ squar i perdicked it will have 25 triangals
I got my anwer By, if you look at Blak on it just like The staps
we did I got my Anwer squer 1 is 1 squr 2 has 4. if you lokat squer 3
it Counts by 3's see 3×3=9 that's how many triangals ther are in that
calam. And if you Add them togather you will have to add 1 rows on
that Is how I got my anwer



Anwer

25

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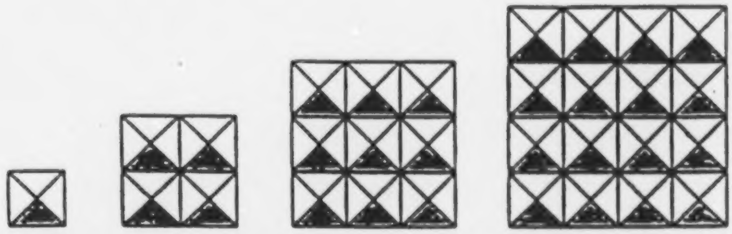
NAME: BA

RATER	P/E/N	CU	PS	C	V
	5	3	3	3	1

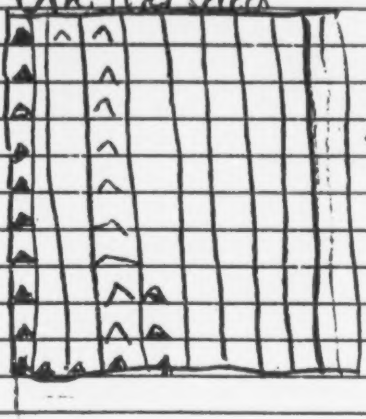
How many shaded triangles will be in the 10th arrangement?



I know the problem is asking me to to tell how many shaded triangles will be in the 10th pattern.

I noticed the patterns or too help you. You just ~~multiply the~~ ~~Y and X amas~~ the sides together

Unfinished



← Well theres one hundred shaded triangles

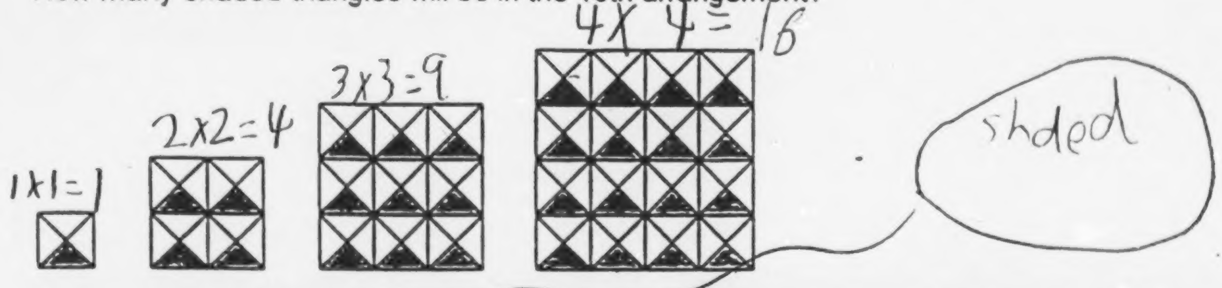
I checked my answer by

answer? found it

NAME: ME

RATER	P/E/N	CU	PS	C	V
	5	4	4	4	NE

How many shaded triangles will be in the 10th arrangement?



This prablam is asking my to find out haw meny triangels will be in the tenth scwar

= 4 triangles = 9 trianlgles = 16 triang! , 1 triang!

I looked at the given boxes 1X1 then 2X2 then 3X3 then 4X4 so it whod asel be 10X10 whith = 100 I figuer that if would be 10X10 because with the given baxes stating with one grow one hiyer and one longer every time

Ansr 100

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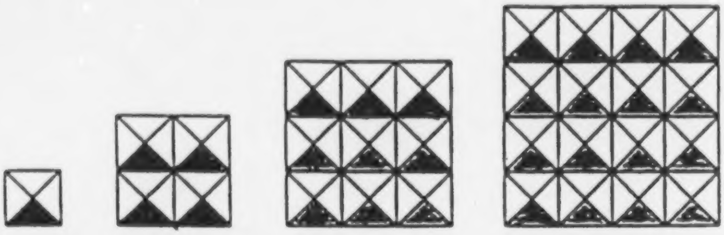
NAME: AC

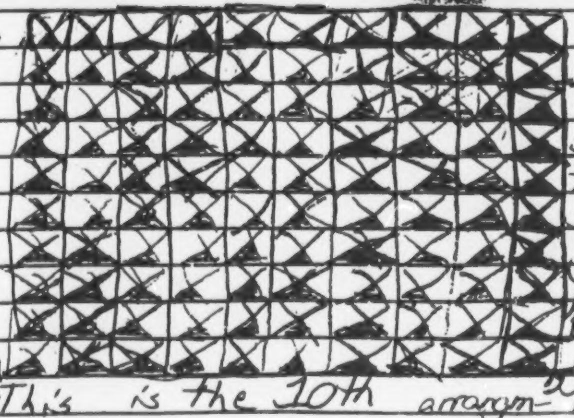
RATER	P/E/N	CU	PS	C	V
	5	4	4	4	4

How many shaded triangles will be in the 10th arrangement?



1. This problem is, asking me to find out how many shaded triangles will be in the 10th square.

2. First, I looked at the squares and found out that with a square one had on square per side, square two: two squares per side, three: three squares per side. So I realized that each square number had the same amount of squares per side. I also realized that each square had 1 triangle. Then I took the information that I had. I put that together and found out that if I multiplied the square number by the number of squares per each side, I would get the total number of squares or area. So, I multiplied 10 by 10 and got 100. Since there is 1 shaded triangle per square [redacted]

3. 

There are 10 squares on each side, 1 triangle per square. If you multiply 10 by 10 and you get the area 100.

This is the 10th arrangement.

4.
```
    10
10)100
   10
    00
```
100÷10=10

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NAME: MO

RATER	P/E/N	CU	PS	C	V
5,R1	5	5	4	4	3

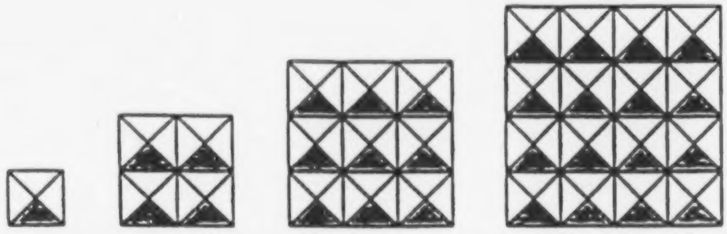
4

21

0

4121

How many shaded triangles will be in the 10th arrangement?



Verifying

$$\begin{array}{r} 10 \\ \times\ 10 \\ \hline 100 \end{array}$$

This problem is asking me ~~how~~ how many triangles will be shaded by the 10th Arangement

Numbd it [illegible]	1	2	3	4	5	6	7	8	9	10
imes hat numbe	X	X	X	X	X	X	X	X	X	X
umber t squars	1	2	3	4	5	6	7	8	9	10
nswer ,f the times	1	4	9	16	25	36	42	64	81	100

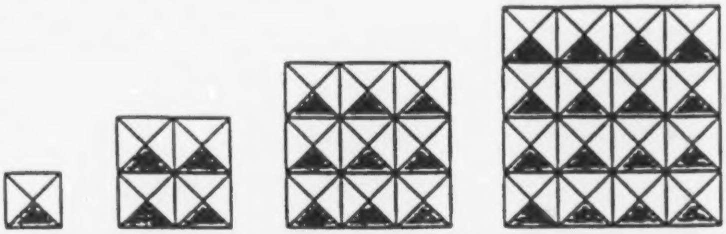
I drew this chart to show that there is a pattern to this prablem. Each squar is times by itsself like 4x4=16 so you just times 10x10 and it eaqals 100.

NAME: OD ____________

RATER	P/E/N	CU	PS	C	V
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	1	1	1	1	1

How many shaded triangles will be in the 10th arrangement?

1
2
4
✓ 16
✓
✓
15✓ 49
✓
19✓ 85
21



first I looked at the problem and foundout that every Number is odd then added the odd numbers until I had upto ten and got 106 and checked them off as I went

1 1
2 3
3 5
16 4 7
5 9
6 11
49 7 13
8 15
9 17
85 10 19

1
+3
+5
+7
+9
+11
+13
+15
+17
+19

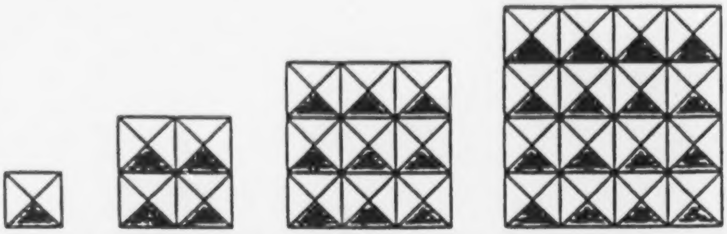
85

Answer 85

NAME: ED

RATER	P/E/N	CU	PS	C	V
	5	5	5	4	4

How many shaded triangles will be in the 10th arrangement?

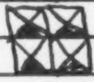


This problem is asking me to figure out how many triangles are going to be shaded on the tenth arrangment.

1st arrangmunt

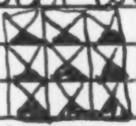
one triangle is shaded

2nd arrangmunt



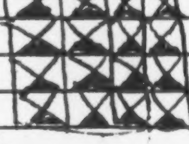
four triangles are shaded.

3rd arrangmunt



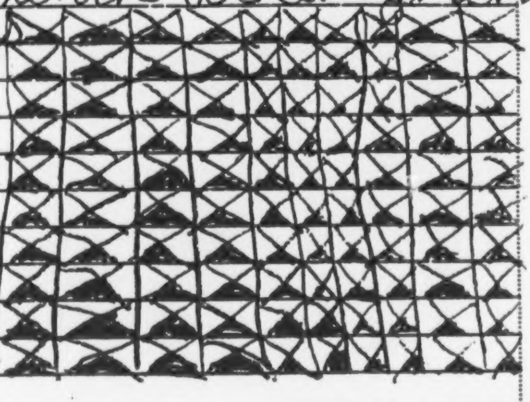
9 triangles are shaded.

4th arrangmunt



16 triangles are shaded.

The tenth arrangment has 100 tenth arrangment triangles



each arrangment to get the number of triangles you have to multiply it by the number and you got the answerd.

I verisyed this by Multipleying each number by the number. Like for exanple on number 2 there is 4 triangles shaded because its # 2. another example #3 there are 9 triangles shaded because 3x3=9, and (2x2=4)(#2).

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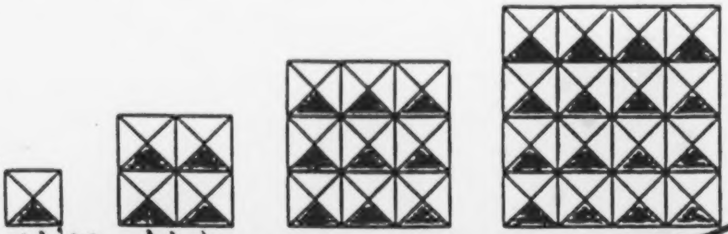
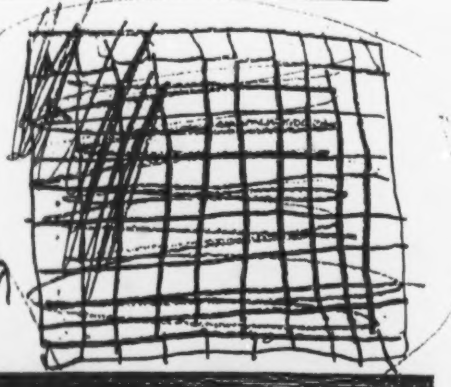
NAME: BE

RATER	P/E/N	CU	PS	C	V
	5	4	4	5	4

How many shaded triangles will be in the 10th arrangement?

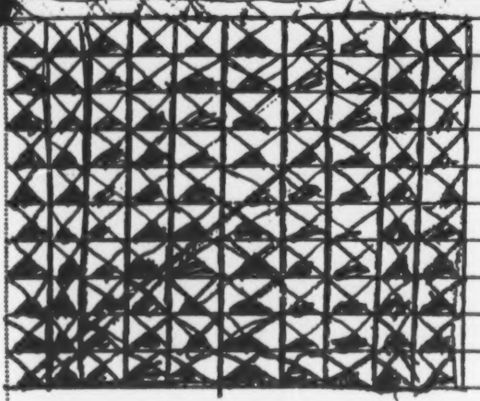




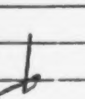
like this one

this problem is asking me to find out how many shaded blocks ar in the then one of these

I vill solve this problem by using a chart



Answer 100

if you look top at the top it shows this, there is two on the top and two on the botom so i would be caled  a 2X2 make that 2X2=4 and 4 are filed in lookon back so do 10x10=100 so that is how I got my answer

Check

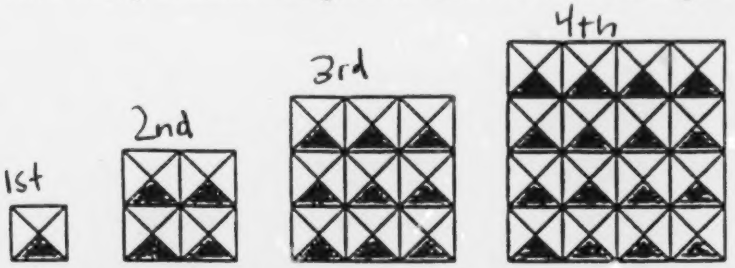
10 x 10 =100

by that I know that it is 100

NAME: GU

RATER	P/E/N	CU	PS	C	V
	5	4	4	4	3

How many shaded triangles will be in the 10th arrangement?



This problem is asking me to find out how many shaded triangle's there will be in the 10th arrangement.

5th arrangement = 25 shaded triangles

6th arrangement = 36 shaded triangles

Turn over for Check →

7th arrangement = 49 shaded triangles

8th arrangement = 64 shaded triangles

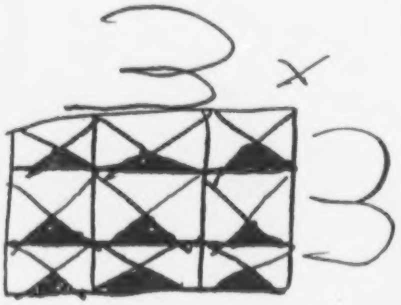
9th arrangement = 81 shaded triangles

10th arrangement = 100 shaded triangles

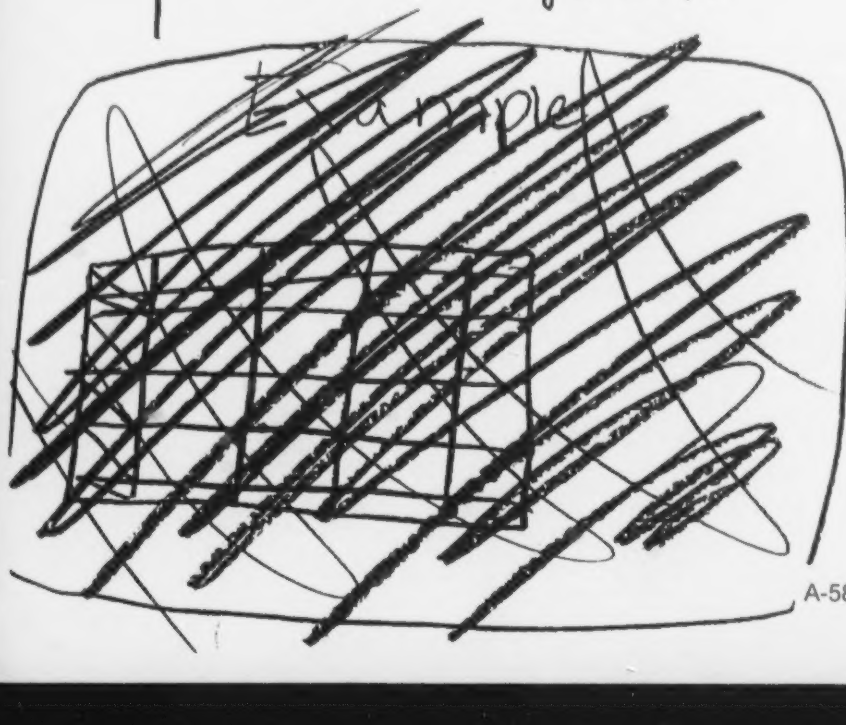
Check

I did the first square of triangle's drawing it. That didn't work By the time I got to square # 6 there wasn't enough room. So I started over. On my new paper, I found a pattern almost right away. And that is that if you multiply how many squares there are in the top x how many squares on the side = how many triangles in that arrangement.

Example



= 9 triangle



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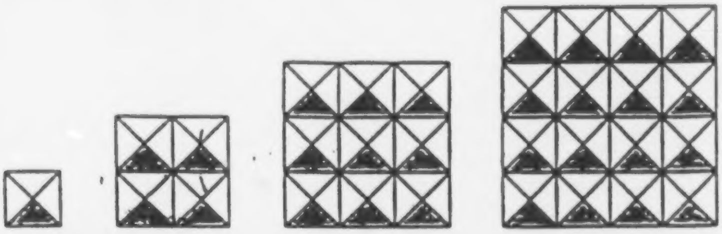
NAME: TE

RATER	P/E/N	CU	PS	C	V
	5	4	4	4	4

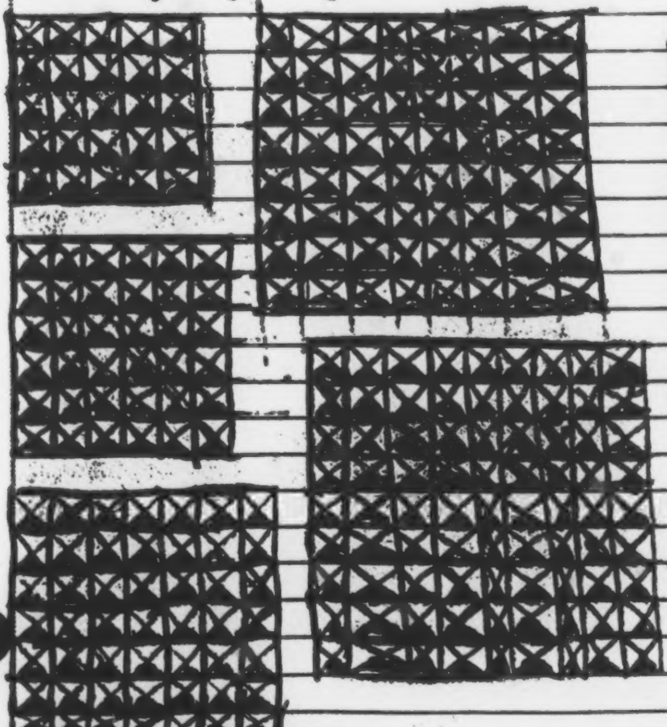
How many shaded triangles will be in the 10th arrangement?

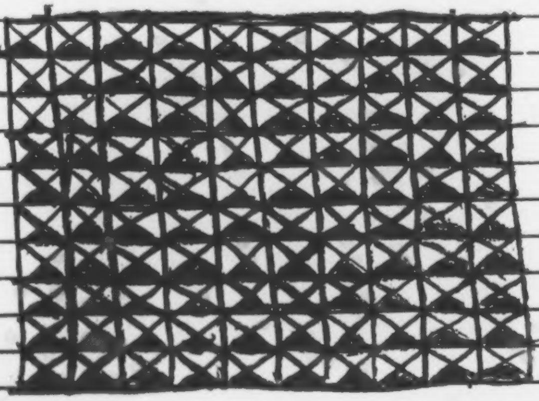


1. This problem is asking me to find out how many shaded triangles will be in the 10th arrangement.

I'm going to solve this problem by drawing the other six squares and find out how many triangles will be in the 10th arrangement.

1. I'm going to read the problem that I need to solve.
2. I'm going to do all the squares that I need.
3. I'm going to get tha answer.





Answer

If you shaded the triangles to the 10th arrangement the answer will be 100 shaded triangles.

→

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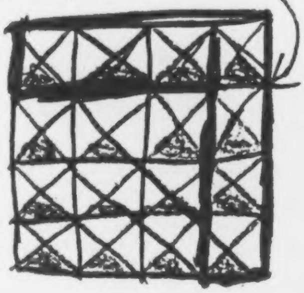
I got the answer [illegible] because I did all the sq and I shaded one triangle of each square. There are more ways to get the answer right, for example by multiplicating the area. (length and width) On the first shaded triangle there was one square. On the second there was four but on the third there was nine squares and I find that you can added by the numbers that are up or down and on the right or the left plus two. That's how I get the answer.



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Student	P/E/N	CU	PS	C	V		
AC	5	4	4	4	4		
BE	5	4	4	4	4		
BA	5	3	3	3	1		
ED	5	5	5	4	4		
GR	1	2	2	3	1		
GU	5	4	4	4	3		
KU	5	4	3	2	2		
ME	5	4	4	4	NE		
MY	5	4	4	3	2		
PA	1	2	2	2	1		
MO	5	5	4	4	3		
OD	1	1	1	1	1		
TE	5	4	4	4	4		
VA	5	4	5	4	1		
VR	1	2	2	2	1		
VU	5	4	4	3	1		
Average	4	3.5	3.4	3.2	2.1		
5's	12	2	2	0	0		
4's	0	9	8	7	4		
3's	0	1	2	4	2		
2's	0	3	3	3	2		
1's	4	1	1	1	7		

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MATHEMATICAL PROBLEM SOLVING

Conceptual Understanding

Students will:

- use pictures, models, diagrams, and symbols to show main mathematical concepts in the problem.
- select and use relevant information in the problem to solve it.

Communication

Students will:

- communicate the solution with clear reasoning applicable to the problem.

Processes and Strategies

Students will:

- select and use mathematical strategies. Apply graphic and/or numeric models to solve the problem.

Verification

Students will:

- review the work (calculations and strategies) to verify the accuracy and reasonableness of the results.

ALGEBRAIC RELATIONSHIPS

Expressions and Equations

Use variables and open sentences to express algebraic relationships.

- Emphasis is on simple, single-step relationships. Open sentences model single operations - addition, subtraction, multiplication, and division of whole numbers.

Representations of Mathematical Relationships

Represent and describe relationships among quantities using words, tables, graphs, and rules. Represent how a change in one quantity can result in a change in another. Recognize, create, describe, and extend a wide variety of numeric and geometric patterns.

Students will be asked to interpret:

- two-column tables.
- bar graphs.
- Cartesian graphs (first quadrant).
- number sentences.
- written descriptions of the relationship.

Students will:

- supply an element that is missing from a pattern.
- identify an element that does not belong in a pattern.
- choose a written description that explains how to generate the pattern in a single step.
- reproduce a pattern in another format.
- create a pattern that models an everyday event.
- communicate/write about mathematical relationships and patterning.

Patterns could be generated in a variety of ways:

- addition, subtraction, multiplication and division of whole numbers.
- addition of decimals to the hundredths.
- relationships between the numerator and denominator of a fraction using common multiples or factors.
- monetary relationships.
- arrangements of two-or tree dimensional geometric figures.
- relationships among component parts of geometric figures.
- write relationships using<,>,=.

OREGON STATE STANDARDS

	READING		MATHEMATICS	
Grade	Meets	Exceeds	Meets	Exceeds
2*	191	206	191	206
3	**201**	**215**	**202**	**215**
4*	208	223	209	223
5	**215**	**231**	**215**	**231**
6*	221	235	221	235
7*	226	237	226	237
8	**231**	**239**	**231**	**239**
9*	236	245	236	245
10	**239**	**249**	**239**	**249**

** Computed for this grade by MEB*

1998 Oregon RIT-Score Averages by Grade

Grade	Reading	Mathematics
2	199.0	195.0
3	209.0	205.0
4	213.5	211.5
5	218.0	218.0
6	222.0	222.3
7	226.0	226.7
8	230.0	231.0
9	232.5	232.0
10	235.0	233.0
11	237.0	234.0
12	237.0	234.0

Resources for Improving Reading Instruction

Elementary School

Adams, M.J. (1990). *Beginning to read: thinking and learning about print.* Cambridge, MA: MIT Press.

Allington, R.L., & Cunningham, P.M. (1996). *Schools that work: where all children read and write.* New York, NY: HarperCollins.

Brown, H., & Cambourne, B. (1990). *Read and retell: a strategy for the whole-language/natural learning classroom.* Portsmouth, NH: Heinemann.

Clay, M.M. (1972). *The early detection of reading difficulties: a diagnostic survey with recovery procedures.* Exeter, NH: Heinemann.

Clay, M.M. (1991). *Becoming literate: the construction of inner control.* Portsmouth, NH: Heinemann.

Clay, M.M. (1993). *An observation survey of early literacy achievement.* Portsmouth, NH: Heinemann.

Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: good first teaching for all children.* Portsmouth, NH: Heinemann.

Gambrell, L.B. (1996). What research reveals about discussion. In L.B. Ganbrell & J.F. Almasi (Eds.). *Lively discussions! Fostering engaged reading.* Newark, DE: International Reading Association.

Juel, C. (1991). Beginning reading. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.). *Handbook of reading research, volume 2.* White Plains, NY: Longman.

Juel, C. (1994). *Learning to read and write in one elementary school.* New York, NY: Springer-Verlag.

Moustafa, M. (1997). *Beyond traditional phonics: research discoveries and reading instruction.* Portsmouth, NH: Heinemann.

Rhodes, L.K. (1993). *Literacy assessment: a handbook of instruments.* Portsmouth, NH: Heinemann.

Rhodes, L.K., & Dudley-Marling, C. (1996). *Readers and writers with a difference: a holistic approach to teaching struggling readers and writers* (2nd ed.). Portsmouth, NH: Heinemann.

Routman, R. (1991). *Invitations: changing as teachers and learners k-12*. Portsmouth, NH: Heinemann.

Routman, R. (1996). *Literacy at the crossroads: crucial talk about reading, writing, and other teaching dilemmas*. Portsmouth, NH: Heinemann.

Middle and High School

Afflerbach, P.P., & Johnston, P.H. (1986). What do expert readers do when the main idea is not explicit? In J.F. Baumann, (Ed.), *Teaching main idea comprehension*. Newark, DE: International Reading Association.

Allen, J. (1995). *It's never too late: leading adolescents to lifelong literacy*. Portsmouth, NH: Heinemann.

Allen, J., & Gonzalez, K. (1998). *There's room for me here: literacy workshop in the middle school*. York, ME: Stenhouse.

Atwell, N. (1998). *In the middle: new understandings about writing, reading and learning* (2nd ed.). Portsmouth, NH: Boynton/Cook.

Baumann, J.F. (1986). The direct instruction of main idea comprehension ability. In J.F. Baumann (Ed.). *Teaching main idea comprehension*. Newark, DE: International Reading Association.

Beane, J. (1993). *A middle school curriculum: from rhetoric to reality* (2nd ed.). Columbus, OH: National Middle School Association.

Billmeyer, R. (1996). *Teaching reading in the content areas*. Aurora, CO: Mid Continent Regional Educational Laboratory.

Campbell Hill, B., Johnson, N.J., & Schlick Noe, K. (1995). *Literature circle and response*. Norwood, MA: Christopher-Gordon.

Daniels, H. (1994). *Literature circles: voice & choice in the student-centered classroom*. York, ME: Stenhouse.

Daniels, H., & Bizar, M. (1998). *Methods that matter: six structures for best practice*. York, ME: Stenhouse.

Guthrie, J., & Alvermann, D. (Eds.) (1999). *Engaged reading: processes, practices and policy implications*. New York: Teachers College Press.

Krogness, M.M. (1995). *Just teach me, Mrs. K.: talking, reading, and writing with resistant adolescent learners*. Portsmouth, NH: Heinemann.

Moore, J.N. (1997). *Interpreting young adult literature*. Portsmouth, NH: Heinemann.

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Weaver, C. (1996). *Teaching grammar in context*. Portsmouth, NH: Heinemann.

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Wilhelm, J.D. (1997). *"You gotta BE the book: teaching engaged and reflective reading with adolescents*. (Urbana, IL: National Council of Teachers of English and Teachers College Press.

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Joyce, B., & Showers, B. (1980). Improving inservice training: the messages of research. *Educational Leadership, 37*(5), 379-385.

Joyce, B., & Showers, B. (1995) *Student achievement through staff development: fundamentals of school renewal* (2nd ed.). White Plains, NY: Longman.

Palincsar, A.S. (1987). Reciprocal teaching: can student discussion boost comprehension? *Instructor, 96*(5), 56-60.

Schmoker, M. (1996). *Results: the key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Slavin, R.E. (1990). *Cooperative learning: theory, research, and practice*. Englewood Cliffs, NJ: Prentice-Hall.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

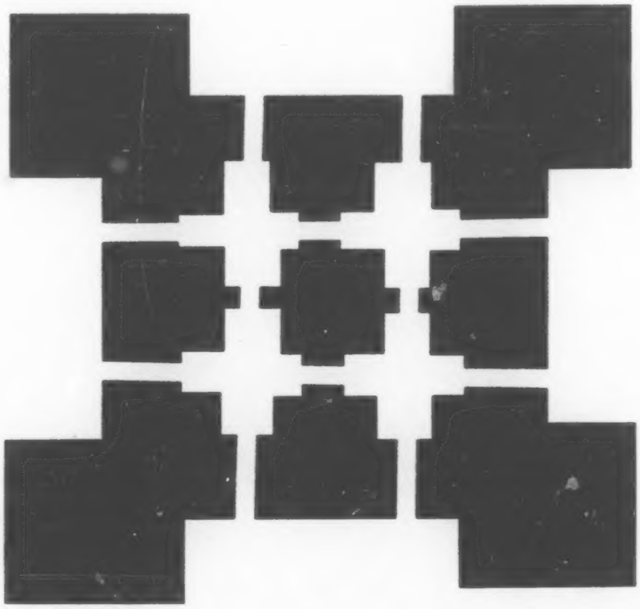
Northwest Regional Educational Laboratory's
Comprehensive Center, Region X

ASSESSMENT MATRIX

for Classroom Instruction

Participant's
Materials

AMCI 2000



AMCI 2000

Assessment Matrix for Classroom Instruction

Participant's Materials

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May 2000

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The contents of this publication were developed under Grant No. S283A50041-99C from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement of the contents by the federal government should not be implied.

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Acknowledgments

This process began with the work of the Region X Comprehensive Center's Assessment Committee. Meetings in early 1999 yielded the format and direction which is now the basic matrix. We would like to acknowledge Kim Yap, Robert Martinez, Rita Hale, and Robey Clark, all members of that team who served to inform and inspire the authors.

The collection of materials required to complete this manual was assembled from many sources. In addition to the contributions of the Northwest Regional Educational Laboratory's CC, sources include Reading Success Network from the Southern California CAC; State Department of Education Standards from Oregon, Washington, Wyoming, Montana, Idaho, and Alaska; Critical Issues in Assessment from NCREL; retelling materials courtesy of Jane Braunger; Hillsboro, Oregon, Public Schools; Rock Springs, Wyoming, Public Schools. Sample test results were gathered from the following: SAT 8, NWEA Level Tests, Oregon Statewide Assessment, and Oregon +.

We would like to acknowledge the reviewers who took the time to read through and make comment on the materials. They include Peggy Miles, USDOE, Linda Layfield and staff from AKRAC, Joan Shaughnessey and Inge Aldersebaes from the Northwest Regional Educational Laboratory, and Teresa Anderson, Title I Coordinator, Rock Springs, Wyoming. In addition to the reviewers, we would like to acknowledge staff from the Shoshoni School District in Shoshoni, Wyoming, and the Santiam School District in Santiam, Oregon, for their input as pilot sites.

We offer a special thanks to Marjorie Wolfe from NWREL's CC, who is responsible for the outstanding cover design and overall layout of the manuals, and Catherine Paglin for editing and proofreading. Thanks also to Jennifer Railsback from NWREL's CC for help with the identification of research and resources.

It is our hope that the Assessment Matrix for Classroom Instruction (AMCI 2000) will be a practical, useful tool for school districts and especially for classroom teachers.

R. Newton Hamilton, Training Associate
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NWREL's CC, Region X
January 2000

OVERVIEW

I. Introduction

As we make our way through new paradigms of standards-based education and assessment, we are drawn into the largely uncharted waters of accountability. Teachers have never been held more accountable for what goes on behind the closed door of the classroom. For many educators, this level of scrutiny can be a very scary reality. Education professionals may view publicized test results and expectations for immediate alignment with state standards as critical and unfriendly. The purpose of the *Assessment Matrix for Classroom Instruction* (AMCI) is to help transform potential stumbling blocks into valuable information for improving instruction, increasing student performance, and supporting effective teaching. Statewide assessment results, when combined with informal classroom assessments, can guide instructional strategies to help ALL students develop the skills necessary for success.

Teachers have never been held more accountable for what goes on behind the closed door of the classroom.

The purpose of the AMCI is to help transform potential stumbling blocks into valuable information for improving instruction, increasing student performance, and supporting effective teaching.

Teaching is more challenging than ever. There are more children in at-risk populations than ever before. Fortunately, teachers responsible for instructing these students have access to more support than ever before. Nonetheless, it is still critical that teachers open their doors and support each other in this most difficult task—the education and preparation of our children for life.

In his 1995 book, *Results*, Mike Schmoker identifies the keys to successful school improvement as teamwork, clear goals, and data analysis. Many of the success stories have to do with narrowing the focus to achieving a manageable number of *measurable* goals, even small ones (p. 50). It is our hope that the AMCI will help teachers put this type of data-driven improvement to use in their own classrooms to increase the quality and effectiveness of instruction. Schmoker stresses that it is important to review simple types of data that are easily accessible. To use data in the classroom, one need not be a statistician, but a person who is interested in applying what can be learned from results.

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The matrix is an attempt to combine curriculum alignment, instructional strategies, data analysis, goal setting, and intervention into one package. In addition to the matrix, we have provided a list of resources for effective assessment and best practices for classroom instruction. We believe that a key to success is to streamline what is being taught to ensure that it is purposeful and appropriate for every student. Our hope is that teachers find this tool useful in planning for the success of ALL their students and, in turn, are better able to realize the high objectives set for them.

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Assessment is the answer to the question, "How can I be sure my students are learning what they need to know?" The critical issue here is what students *need* to know. This is something that is now determined at state and district levels. The goal for the U.S. Department of Education is that *all students will achieve to high standards*. Each state is required to submit evidence to the U.S. Department of Education that it has put high standards in place. The actual content standards are determined by individual states. All 50 states now have approved standards, developed by educators, parents, business community members, and students themselves. They are *what teachers are held accountable for teaching*. Therefore, it is important for teachers, schools, and school districts to be sure that what is being taught follows a curriculum that is aligned with these standards.

All 50 states now have approved standards, developed by educators, parents, business community members, and students themselves. They are what teachers are held accountable for teaching.

The AMCI is a tool to help teachers determine their effectiveness in teaching to the state and district standards and was specifically designed to help teachers address the following important questions:

The AMCI is a tool to help teachers determine their effectiveness in teaching to the state and district standards.

A. Standard/Benchmarks
What do I want my students to know and be able to do?

B. Assessment Information
What do assessment data do I need to collect?

C. Data Interpretation
How do I make sense of the data?
What do my students know and what can they do now?

D. Goal
Where do I want my students' performance to be and when?

E. Strategies for Improving Instruction
What's working now?
What should I change?
What do I need to do to get them there?

F. Evaluation
How do I know it's working?

II. Using the Matrix

The AMCI is divided into six columns. Each column addresses a number of questions. As a guide, the matrix may contain an outline for a standard and many benchmarks or a standard and a single benchmark. Worksheets accompanying the matrix are designed to be duplicated as needed to accommodate detailed planning and support information. For example, a single folder may contain a copy of the matrix and worksheets listing assessments, interpretations of data, goals, proposed instructional strategies, and evaluative comments, all for one single benchmark, covering an entire school year. We recommend a team approach when using the matrix, although it is designed to work equally well for individuals. The starting point may be at any place in the AMCI, as long as the entire matrix is considered in reviewing data to drive enhanced classroom instruction.

A. Standard/Benchmarks

These areas represent the targets or objectives that the student is expected to achieve. A standard is a final outcome, designed to be achieved prior to graduation. Benchmarks reflect adequate or appropriate progress toward meeting the standard. Benchmarks address the issue of where a child should be at each grade level. Different states have selected different years as their benchmark years, typically the years at which the students are tested. For example, Oregon has benchmarks at third, fifth, eighth, 10th, and 12th grades. These are also the years the Oregon State Assessments are given. Idaho, on the other hand, has recently developed *exiting* standards. These specify what a student should know and be able to do upon graduating from high school. They have not yet set benchmarks for monitoring student progress, although they plan to do so. The other states served by the Region X Comprehensive Center—Washington, Montana, and Wyoming—all have content standards and benchmarks that have been approved by their state's legislature.

A standard is a final outcome, designed to be achieved prior to graduation. Benchmarks reflect adequate or appropriate progress toward meeting the standard.

There are two different types of standards frequently included in the standards document. They are content standards and performance standards. Content standards represent what a student should know and be able to do. Performance standards are similar to benchmarks. They represent when students should know and be able to do certain things and at what level of proficiency they should know or do them.

The goal of standards-based education is to allow *all* students to be successful. A student's achievement is measured not in comparison to that of other students, but against the standards and benchmarks. Many states are in transition toward this type of assessment. In Oregon, it is possible for all students to meet the standard. If a state uses norm-referenced testing, there will always be a "high" or "successful" group and a "low" or "unsuccessful" group. Half of the students are above the 50th percentile and half of them are below the 50th percentile.

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It is important to be sure that parents are aware of the state standards and benchmarks used in your district.

It is important to be sure that parents are aware of the state standards and benchmarks used in your district. Be prepared to respond to questions parents may have. (See Addendum, *Parents Ask About Standards*, RMC Research Corp., 1994). It may also be helpful to give parents ideas about what they can do at home to increase their child's progress toward the state standards. At this writing, many school districts are reviewing options for report cards that clearly show demonstrated progress toward state standards and benchmarks.

Students, who really have the most at stake here, should also be made aware of the standards.

If the students know what is expected of them, they can share responsibility to achieve at certain benchmark levels. As assessments become more critical in determining a child's future, it is imperative that students be aware of the standards at all levels.

Students, who really have the most at stake here, should also be made aware of the standards. In all cases it is appropriate to discuss standards with students. If the students know what is expected of them, they can share responsibility to achieve at certain benchmark levels. As assessments become more critical in determining a child's future, it is imperative that students be aware of the standards at all levels.

B. Assessment Information

Assessment has two major functions: to "sort and report" and to "assist and support." The "sort and report" function provides a basis for selection, program funding, and accountability. However, some "sort and report" assessments can also provide data on the overall strengths and weaknesses of a school or class. For example, the Oregon Reading Assessment provides scores relating to word meaning, main idea, inferential comprehension, and other areas. Frequently, gaps in the reading program will show up here. Similarly, the Oregon Multiple Choice Math Assessment is divided into the different strands of the math standards.

We suggest that these informal or authentic data be viewed with a more critical eye. It is important to understand that, in addition to providing evidence of what a student knows and can do, these data hold the keys to how we can improve our instruction to further increase student achievement.

In addition to large-scale assessments, teachers can readily collect other types of data. These data, which "assist and support," may include report cards, attendance records, student surveys, special education summaries, schoolwide materials and many items in a teacher's grade book. We suggest that these informal or authentic data be viewed with a more critical eye. It is important to understand that, in addition to providing evidence of what a student knows and can do, these data hold the keys to how we can improve our instruction to further increase student achievement. Informal assessments used in the classroom on a regular basis are powerful tools. These tools are easily administered and can be used frequently enough to monitor student growth. For younger students, there are several assessments to measure beginning reading skills. For example, a child's sight word vocabulary can be measured by using the High Frequency Word Inventory. Teachers of independent readers may want to employ a Passage Reading Inventory (PRI) or a Retelling to measure student progress in comprehension. (See the Appendix for resources for effective classroom assessment tools.) Many of these are copyrighted, so information has been provided on how they can be ordered or purchased.

In this section of the matrix, teachers list assessment information and other appropriate data to which they have access. The information should be chosen wisely, considering its accessibility and the amount of time it will take to collect. Our primary job as teachers is to teach. We don't want to use too much precious teaching time gathering data. Once data have been collected to measure progress toward a few benchmarks and standards, it will become easier and less time consuming to identify, gather, and evaluate useful information.

C. Data Interpretation

Answering the questions: "What do my students know and what can they do now?" and "How do I make sense of it?" this section is the heart and soul of the AMCI. Teachers learn to look for patterns in both large- and small-scale data. Interpretations of the messages in the numbers come from learning to disaggregate the information and attack the results from many perspectives. Teaming is very effective for this type of investigation. Teachers are encouraged to cooperate with administrative personnel, support personnel, parents, and guardians. Reflection on how the data were collected, as well as why, becomes important in determining the appropriate weight and meaningfulness of the data. It is crucial to strike a balance between the impact of large-scale, standardized assessments and smaller scale, authentic assessment sampling. Strong instructional strategies driven by good data and informed data interpretation is the theme of this section.

Teachers learn to look for patterns in both large- and small-scale data. Interpretations of the messages in the numbers come from learning to disaggregate the information and attack the results from many perspectives.

Strong instructional strategies driven by good data and informed data interpretation is the theme of this section.

Accompanying the ACMI are several organizers that can be used for comparing large-scale assessment scores. Looking at class averages gives an overview of achievement, while looking at individual scores allows teachers to identify specific students in need of additional attention. Those students who may have missed something along the way will greatly benefit from a chance to catch up. If teachers focus on individualizing instruction to meet the needs of each student, this information can help increase the student's chance for success. It is important to remember that the goal is the success of *all* students. This section provides an opportunity to identify the barriers to achievement for many students and plan to overcome them.

Interpreting data in this way is a new skill for many teachers. This is where we look more closely at student achievement and see exactly what it is that our students need. We can think of data interpretation as creating a portrait of our class with numbers. There are many different ways to organize classroom data, and the AMCI will work differently in different classrooms according to each teacher's needs. We have provided organizers for looking at data in many different ways.

We can think of data interpretation as creating a portrait of our class with numbers.

D. Goals

It is important to have a sense of where you want to go with your students. The goals set here may be for the next week or they may span an entire school year. It is recommended to use both short-term and long-term goals. Most important, goals need to be realistic and measurable. Being driven by the Data Interpretation section on the AMCI, the goals must be congruent with those interpretations. Whether the data are col-

Most important, goals need to be realistic and measurable. Being driven by the Data Interpretation section on the AMCI, the goals must be congruent with those interpretations.

lected on an individual student or a group, the goals should be geared toward that individual or group of students. A goal may propose that a certain percentage of the class will meet or exceed the benchmark expectations or it may set the amount of growth desired within an achievement category. In Oregon, for example, if a student has a RIT score of 212, a goal may be to raise that score to 219, even if that still does not meet the benchmark expectations. Likewise, if the data are in the form of percentiles, it may be that the goal for particular students is to move from the 35th percentile to the 40th, even if that is not the "passing" or "proficient" level. Goals, in turn, set the direction for the next, important and practical decisions.

This is an opportunity for teachers to look closely at what they are doing now, see how it aligns with standards and assessments, and make any changes needed to help streamline and focus their instruction. This process has been referred to as limiting unrelated "random acts of teaching.

Strategies for Improving Instruction. By taking an up-close look at what our students can and cannot do, we may uncover some areas of instruction that need improvement, or simply a different approach. This is an opportunity for teachers to look closely at what they are doing now, see how it aligns with standards and assessments, and make any changes needed to help streamline and focus their instruction. This process has been referred to as limiting unrelated "random acts of teaching." What is meant by this statement, is that it is important to be sure that each lesson has a specific purpose that is directly related to students meeting a standard or benchmark. This does not mean eliminating "teachable moments," but we cannot stress enough the importance of using instructional time effectively within a standards-based system. In recent research done in states which have had published standards for some time, it was found that teachers did not spend a sufficient amount of instructional time teaching directly to benchmarks and standards (for more information see Marzano, Robert, McREL, 1999).

The truest test of an effective instructional strategy is in the data showing that it has moved a student closer to the attainment of an identified benchmark or standard.

Because every teacher's situation differs and every student is different, we will not offer specific suggestions for the type of instructional strategies to be used. Instead, we offer a bibliography of resources for professional development and instructional strategies. The truest test of an effective instructional strategy is in the data showing that it has moved a student closer to the attainment of an identified benchmark or standard.

E. Evaluation

Many standardized assessments provide information on students' abilities to report knowledge in content areas. This standardized information is collected as a "snapshot in time," which may or may not accurately reflect students' abilities to apply what they have learned.

A variety of approaches may be used to determine if the mark you have set is being reached in the manner anticipated. Strategies which may be employed include peer coaching, student feedback, informal testing, checklists, and formal, standardized district or state assessments. It is important to remember that to recognize and evaluate what is working, outcomes must be in forms that are meaningful and measurable. Many standardized assessments provide information on students' abilities to report knowledge in content areas. This standardized information is collected as a "snapshot in time," which may or may not accurately reflect students' abilities to apply what they have learned. If the state does not provide performance-based assessments that are aligned with the state standards, then consideration must be given to informal classroom testing as a key indicator of progress aligned with benchmarks. Informal evaluation of the effectiveness of teaching strategies may include the teacher's own observations and judgements. Such practices are dynamic and allow the teacher to monitor and adjust as a lesson proceeds. Research clearly indicates that experienced, more effective teachers make frequent use of this "teach-monitor-modify-teach" strategy.

Informal evaluation of the effectiveness of teaching strategies may include the teacher's own observations and judgements.

Here is where we get to see if our system is *really* aligned. If this is the case, the evaluation that takes place in order to report student progress to the district and families should be the same evaluation that tells us whether or not students have met the goals we have set under the benchmarks and state standards. In other words, the report card is aligned with the standards, which are aligned with assessments, both authentic and standardized.

In most cases, evaluation of student achievement is not aligned with the entire system and we must use several steps to evaluate and report. It is important to weigh processes for evaluating students in respect to the goals that have been set for them, or goals they have set for themselves. Getting a true read on student success will require us to become more demanding and creative in how we evaluate our students' progress, and the impact of our instruction.

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It must be mentioned that the evaluation section of the AMCI is not meant to signal the end of the process. It is simply a checkpoint at which a number of decisions can be made. In most cases the decision will send the teacher back to check for alignment with the benchmark. The evaluation section may encourage another look at the data, or re-evaluation of the goals in light of student performance and the discoveries made when reflecting on the successes or failures of various instructional strategies. If it were physically possible, the *Assessment Matrix for Classroom Instruction* would be printed on a cylinder, large enough to show a new starting point each time the cycle is completed from standard to evaluation.

Conclusion

Much of what is suggested here is already being done to various degrees in many schools. It is our intent to bring all of these pieces together in the classroom to increase student achievement. We know that this is hard work. The AMCI training provides experiences with real data collected in classrooms, and work sessions for teachers to use data from their own classrooms. Grade level or content area does not restrict the AMCI. It is not a philosophy or program, but a tool for teachers, to help them organize and think about important information as they plan for meaningful, focused instruction, to help prepare their students for life.

Beginning Benchmarks for Northwestern (NW) States

Alaska	Montana	Washington	Oregon	Wyoming	Idaho
Standard: Students read to comprehend, interpret and evaluate literary and informational texts.	Standard: Students will construct meaning as they comprehend and interpret what they read.	Standard: Student will understand the meaning of what is read.	Standard: Student will comprehend a variety of written materials.	Standard: Students read a variety of grade level materials, applying strategies appropriate to various situations.	Standard: Student will read a variety of traditional and electronic materials for information and understanding.
First benchmark at end of 3rd grade: R1.1a Distinguish, reproduce and manipulate the sounds in words. R1.1b Use a combination of the following to read and comprehend text: Knowledge of phonics, alphabet and alphabet principle, pictures and visual cues, sight recognition of high frequency vocabulary words, word structure, language structure, order, grammar, meaning structure, knowledge and content, read left to write. R1.2b Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension. R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. R1.4a Retell or dramatize a story after reading it. R1.5 Identify the main idea of a passage. R1.6 Read and follow simple directions to complete a simple task. R1.7 Distinguish between common forms of text (genres): fiction and non-fiction, prose and poetry, and short story and drama. R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction. R1.9 Express own opinions about texts.	First benchmark at end of 4th grade: 1. Make predictions and connections between new material and previous info/experiences. 2. Incorporate new print/nonprint information into existing knowledge to draw conclusions and make application. 3. Respond personally to ideas and feelings generated by reading materials. 4. Demonstrate basic understanding of main ideas and some supporting details. 5. Accurately retell key elements of appropriate reading material.	First benchmark at end of 4th grade: 2.1 Comprehend important details and ideas. - Demonstrate basic comprehension of content of literary information and task oriented texts. - Demonstrate comprehension of main idea and supporting details; summarize ideas in own words. 2.2 Expand comprehension by analyzing, interpreting and synthesizing information and ideas. - Find similarities and differences in stories; understand relationships between parts of a text or between two simple texts - Use logical sequence to accurately retell stories	First benchmark at middle of 3rd grade: Retell, summarize, or identify sequence of events, main ideas, facts and opinions in literary and informative selections. Identify cause and effect relationships and make simple predictions. Analyze and evaluate information and form conclusions.	First benchmark at 4th grade: 4. Students use comprehension strategies to make predictions, identify the main idea and supporting details, compare and contrast, and summarize. 5. Students analyze literature for the elements of a story.	No benchmark until graduation at this time.

Final Benchmarks for Northwestern (NW) States

Alaska	Montana	Washington	Oregon	Wyoming	Idaho
Standard: Students read to comprehend, interpret, and evaluate literary and informational texts.	Standard: Students will construct meaning as they comprehend and interpret what they read.	Standard: Student will understand the meaning of what is read.	Standard: Student will comprehend a variety of written materials.	Standard: Students read a variety of grade level materials, applying strategies appropriate to various situations.	Standard: Student will read a variety of traditional and electronic materials for information and understanding.
Final benchmark at end of Grade 12: R4.1 Apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text. R4.4 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. R4.5a identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main idea. R4.5b Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents. R4.6 Read and follow multi-step directions to complete complex tasks. R4.7 Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience R4.8 Analyze, and evaluate how authors use narrative elements and tone in fiction for specific purposes. F4.9 Express and support assertions with evidence from the text or experience about the effectiveness of a text. R4.10 Analyze and evaluate themes across a variety of texts, using textual and experiential evidence. R4.11 Analyze the effects of cultural and historical influences on texts.	Final benchmark at end of Grade 12: 1. Make predictions and describe inferences and causal connections within material and between new material and previous information/ experiences. 2. Integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application. 3. Respond personally and creatively to ideas and feelings of the reading material, providing examples of the way these influence the student's life and role in society. 4. Elaborate understanding of main ideas and formulate arguments with critical supporting evidence. 5. Accurately paraphrase reading material reflecting tone and point of view.	Final benchmark at Grade 10: 2.1 Comprehend important ideas and details. - Demonstrate comprehension of varied texts especially technical materials, complex narratives and exposition. - Summarize the main idea and supporting facts. - Use prior knowledge of issues, characters, events and information to examine texts and extend understanding. - Synthesize ideas from selections to make predictions and inferences. 2.2 Expand comprehension by analyzing, interpreting and synthesizing information and ideas. 2.3 Think critically and analyze authors' use of language, style, purpose, and perspective.	Final benchmark at Grade 12: Summarize literal meaning in literary, informative, and practical selections. Identify main ideas, opinions, and significant supporting details in selections. Analyze how relationships, images, patterns, and symbols are used to convey implied meanings in printed material. Analyze and evaluate the merit of an argument, action, or policy by examining evidence offered in the material itself and by comparing the evidence with information available in other sources.	Final benchmark at Grade 11: 1. Students read a variety of materials including traditional and contemporary literature, fiction and nonfiction. 2. Students demonstrate comprehension by critiquing and synthesizing the main idea, point of view, text elements and supporting details to predict outcomes, draw inferences, determine cause and effect, summarize key concepts, and distinguish between fact and opinion. 3. Students analyze and interpret an author's use of the literary devices of theme, tone, style and organization. 4. Students distinguish the common themes that cross time, personal perspective and cultural boundaries. 5. Students distinguish between the reader's response and the author's purpose. 6. Students conduct research using a variety of informational sources such as computers and technical info.	Final benchmark at Grade 12: - Decode unfamiliar words using a comprehensive set of reading strategies. - Preview materials to understand structure and anticipate content. - Develop analytic processes for understanding and remembering words, phrases and information from reading material. - Identify, collect and/or select, and relate pertinent information to given situations. - Synthesize and organize information. - Apply and extend information. - Explain how an author uses language and literary devices such as mood, tone, style, figurative language, formatting and structure to aid comprehension - Use reading strategies to determine main ideas and to collect data, facts and ideas for application

READING

AGES 5–7

Students: *(to be assessed in 3rd grade)*

1) a. distinguish, reproduce, and manipulate the sounds in words; *(E.B.1)*
   b. use a combination of the following to read and comprehend text:
   - knowledge of phonics, alphabet, and alphabetic principle, e.g. recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns;
   - pictures and visual cues;
   - sight recognition of high frequency vocabulary words;
   - word structure, e.g., root words, prefixes, suffixes, rhyming words;
   - language structure, e.g., word order, grammar;
   - meaning structure, e.g., prior knowledge and context;
   - text structure, e.g., read left to right; *(E.B.1)*
2) a. comprehend literal meaning from text; *(E.B.1)*
   b. use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension; *(E.B.1)*
3) read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print; *(E.B.1)*
4) a. retell or dramatize a story after reading it; *(E.B.1)*
   b. restate information after reading a text; *(E.B.1)*
5) identify the main idea of a passage; *(E.B.1)*
6) read and follow simple directions to complete a simple task; *(E.C.2)*
7) distinguish between common forms of text (genres):
   - fiction and non-fiction
   - prose and poetry, and
   - short story and drama; *(E.B.2)*

8) identify and describe basic plot, main characters, and setting (time and place) in fiction; *(E.B.2)*
9) express own opinions about texts; *(E.D.1)*
10) make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections; and *(E.B.3)*
11) identify basic cultural influences in texts. *(E.E.1)*

AGES 8–10

Students know and are able to do everything required at earlier ages and:
(to be assessed in 6th grade)

1) a. use a combination of the following to read and comprehend text:
   - knowledge of phonetics, language structure, and semantics;
   - text structures such as illustrations, graphs, and headers;
   - self-monitoring and self-correcting strategies;
   - adjusting reading pace or style based on purpose, task, and type of text; *(E.B.1)*

   b. use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words; *(E.B.1)*
2) infer meaning from text; *(E.B.1)*
3) read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print; *(E.B.1)*
4) a. retell stories in correct sequence; *(E.B.2)*
   b. restate and summarize information or ideas from a text; *(E.B.2)*
5) locate evidence in the text and from related experiences to support understanding of a main idea; *(E.D.2)*
6) read and follow multi-step directions to complete simple task; *(E.C.2)*
7) explain the characteristics of the following:
   - fiction and non-fiction,
   - prose and poetry, and
   - four major genres of fiction: short story, drama, novel, and poetry; *(E.B.2)*
8) a. define and identify plots, settings, and characters in fiction; *(E.B.2)*
   b. compare and contrast plots, settings, and characters in a variety of works by a variety of authors; *(E.B.2)*
9) a. differentiate between fact and opinion; *(E.D.2)*

b. express opinions about a text and support these opinions with textual evidence; *(E.D.2)*

10) identify themes in texts and connect them to personal experiences, experiences of others, and other texts; and *(E.B.3)*
11) connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. *(E.E.1)*

AGES 11–14

Students know and are able to do everything required at earlier ages and:
(to be assessed in 8th grade)

1) apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text; *(E.B.1)*
2) rehearse and read texts aloud to an audience, in performances such as readers theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses; *(E.B.1)*
3) restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience; *(E.B.3)*
4) clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details; *(E.B.2)*
5) read and follow multi-step directions to complete a task, and identify the sequence prescribed; *(E.C.2)*
6) analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry); *(E.B.2)*
7) analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story; *(E.B.2)*
8) a. differentiate between fact and opinion in text; *(E.D.2)*

   b. analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose; *(E.D.2)*
9) connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections; and *(E.B.3)*
10) compare and contrast how texts reflect historical and cultural influences. *(E.E.1)*

AGES 15–18

Students know and are able to do everything required at earlier ages and:
(High School Qualifying Exam)

1) apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text; *(E.B.1)*
2) summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information; *(E.B.3)*
3) a. identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas; *(E.D.2)*

   b. critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents; *(E.D.2)*
4) read and follow multi-step directions to complete complex tasks; *(E.C.2)*
5) analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience; *(E.B.2)*
6) analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes; *(E.B.2)*
7) express and support assertions, with evidence from the text or experience, about the effectiveness of a text; *(E.D.4)*
8) analyze and evaluate themes across a variety of texts, using textual and experiential evidence; and *(E.B.3)*
9) analyze the effects of cultural and historical influences on texts. *(E.E.1)*

I. READING

Standard - The student will:	Samples of applications that would demonstrate learning:
a) Read a variety of traditional and electronic materials for information and understanding.	• Decode unfamiliar words using a comprehensive set of reading strategies, e.g., phonics, context clues, and word analysis skills. • Preview materials to understand structure and anticipate content. • Develop analytic processes for understanding and remembering words, phrases, and information from reading material. • Identify, collect and/or select, and relate pertinent information to given situations. • Synthesize and organize information. • Apply and extend information. • Explain how an author uses language and literary devices such as mood, tone, style, figurative language, formatting, and structure to aid comprehension. • Use reading strategies to determine main ideas and to collect data, facts, and ideas for personal use, to gain knowledge and experience for personal use as a citizen or consumer, for application to the Fine Arts, application in the workplace, and application in lifelong learning.
b) Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	• Identify and compare own experiences to that of others in situations, events, and cultures in reading selections. • Evaluate the way an author uses language and literary devices, to evoke a response in a reader, e.g., style, formatting, and structure. • Interpret social, cultural, and historical significance of a text, e.g., ancient, British, American, and world literature, fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, satires, and plays.

MONTANA STANDARDS FOR READING

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize and critically evaluate information.

Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

Content Standards indicate what students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Reading Content Standard 1

Students construct meaning as they comprehend and interpret what they read.

Rationale:

Readers actively engage with text to build their own understanding. Thus, readers understand what they read as it relates to what they know. In this process, readers use prior knowledge and related experiences to:

- *predict what a text might say and confirm or revise their understanding,*
- *integrate new information into their existing knowledge base;*
- *reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media, etc.*

As readers construct meaning they interpret what they read, selecting important ideas and details.

Benchmarks:

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. make predictions and connections between new material and previous information/experiences	1. make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.	1. make predictions and describe inferences and causal connections within material and between new material and previous information/experiences.
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application	2. compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.	2. integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.
3. respond personally to ideas and feelings generated by reading materials	3. interpret and respond personally to the ideas and feelings generated by the reading material and compare responses with peers.	3. respond personally and creatively to ideas and feelings of the reading material, providing examples of the way these influence the student's life and role in society.

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
4 demonstrate basic understanding of main ideas and some supporting details	4 demonstrate understanding of main ideas and select important supporting facts and details	4 elaborate understanding of main ideas and formulate arguments with critical supporting evidence
5 accurately retell key elements of appropriate reading material	5 accurately summarize key elements of appropriate reading material with detail	5 accurately paraphrase reading material reflecting tone and point of view

Reading Content Standard 2

Students apply a range of skills and strategies to read.

Rationale:

Readers use a variety of strategies to construct meaning. Some of these strategies include phonics, grammatical structure, use of context clues and self-monitoring. The student reads fluently by adjusting rate according to purpose, material and understanding. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and nonfiction.

Benchmarks:

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1 decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and the context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation and denotation and context to understand reading material.
2 demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	2 demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view and conflict).	2 demonstrate understanding of, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).
3. identify literary devices (e.g., figurative language and exaggeration).	3. identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	3. identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).
4 use features and organization of fiction and nonfiction material to comprehend (e.g., paragraphs, chapters, titles, indeces, tablez of contents, graphs, charts and visuals)	4 use features and organization of fiction and nonfiction material to comprehend more complex materials (e.g., paragraphs, chapters, titles, indeces, tablez of contents, graphs, charts and visuals).	4 use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indeces, tables of contents, graphs, charts, visuals and methods of organization).
5 adjust fluency, rate and style of reading to the purpose of the material with guidance	5 adjust fluency, rate and style of reading to the content and purpose of the material.	5 adjust fluency, rate and style of reading to content and purpose of the material.

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ODE Definition:
Comprehend a variety of printed materials.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Demonstrate literal comprehension of a variety of printed materials.	Demonstrate literal comprehension of a variety of printed materials.	Retell, summarize, or identify sequence of events, main ideas, facts, and opinions in literary and informative selections.	* Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections .	☞ * Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections .
Demonstrate inferential comprehension of a variety of printed materials.	Demonstrate inferential comprehension of a variety of printed materials.	Identify cause and effect relationships and make simple predictions.	Identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material.	Examine relationships, images, patterns, or symbols to draw conclusions about their meanings in printed material.
Demonstrate evaluative comprehension of a variety of printed materials.	Demonstrate evaluative comprehension of a variety of printed materials.	Analyze and evaluate information and form conclusions.	Analyze and evaluate information and form conclusions.	Analyze and evaluate whether a conclusion is validated by the evidence in a selection.

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Notes on Reading:

** "Practical selections" refers to items such as assembly instructions, W-2 forms, a recipe, or reading a class schedule by recognizing patterns of organization.*

☞ Notice that the language across the benchmarks is often similar. It is intended, however, that reading selections will increase in complexity, as will student responses.

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	[redacted]
☞ * Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections .	* Summarize literal meaning in literary, informative, and practical selections. Identify main ideas, opinions, and significant supporting details in selections.	PASS assumes proficiency in Reading.
Analyze relationships, images, patterns, or symbols to draw conclusions about their meanings in printed material.	Analyze how relationships, images, patterns, and symbols are used to convey implied meanings in printed material.	
Analyze and evaluate whether an argument, action, or policy is validated by the evidence in a selection.	Analyze and evaluate the merit of an argument, action, or policy by examining evidence offered in the material itself and by comparing the evidence with information available in other sources.	

Assessment Notes:

Reading standards can be demonstrated as students focus on standards in a variety of subjects--including English, Mathematics, Science, Social Sciences, and the electives areas--as well as within the context of a CAM endorsement area.

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	appropriate
1.4 understand elements of literature -- fiction *(EALR-R_1.4)*	identify literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, and mood)
	→ understand sentence structure, paragraphs, and chapters
	→ analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)
1.5 use features of non-fiction text and computer software *(EALR-R_1.5)*	read, analyze, and use informational materials to demonstrate understanding and expertise; analyze the validity of electronic information
	use complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)
	use features of electronic information (electronic bulletin boards and databases, e-mail, etc.)

ESSENTIAL LEARNING 2: The student understands the meaning of what is read.

To meet this standard, the student will:

2.1 comprehend important ideas and details

2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas

2.3 think critically and analyze authors' use of language, style, purpose, and perspective

COMPONENTS	BENCHMARK 3 - GRADE 10
2.1 comprehend important ideas and details *(EALR-R_2.1)*	demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition
	summarize the main idea and supporting facts and details with evidence from reading
	use prior knowledge of issues, characters, events, and information to examine texts and extend understanding
	synthetize ideas from selections to make predictions and inferences about various texts
2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas *(EALR-R_2.2)*	critically compare, contrast, and connect ideas within and among a broad range of texts
	→ use logical sequence to accurately retell stories; order and/or sequence parts of text
2.3 think critically and analyze authors' use of language, style, purpose, and perspective *(EALR-R_2.3)*	draw conclusions based on the validity and accuracy of what is read
	explain how an author uses language to influence different audiences
	analyze and evaluate authors' effectiveness for different audiences
	detect bias, stereotype, over generalization, association, and other devices used by the author to influence an audience
	→ apply information gained from reading to give a response and express insight
	analyze, interpret, and evaluate ideas and concepts within, among, and beyond multiple texts
	analyze, interpret, and evaluate reasoning and ideas related to multiple texts

➢ *ESSENTIAL LEARNING 3: The student reads different materials for a variety of purposes.*

To meet this standard, the student will:

3.1 read to learn new information
such as reading science and mathematics texts, technical documents, and, for personal interest

3.2 read to perform a task

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WYOMING
GRADE 4 LANGUAGE 6/98

CONTENT STANDARD	BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
1. **READING** Students read a variety of grade level materials, applying strategies appropriate to various situations.	1. Students read a variety of fiction, non-fiction, and poetry from various sources, including materials recognizing cultural differences. 2. Students use decoding skills to read fluently (i.e., phonetic clues, structural analysis, context clues and illustrations). 3. Students gain meaning of new vocabulary words in reading passages (i.e., context clues, diagrams, illustrations, captions, and glossary). 4. Students use comprehension strategies to make predictions, identify the main idea and supporting details, compare and contrast, and summarize. 5. Students analyze literature for the elements of a story (i.e., setting, character traits, sequence of events, and problem and solution). 6. Students read and interpret written directions, diagrams, maps, charts, graphs and tables. 7. Students use print, electronic and on-line sources to locate, collect and utilize information (i.e., dictionaries, encyclopedias, atlases, thesauri, glossaries, tables of contents, and indexes)	**Advanced** 4th grade students performing at an advanced level independently read a variety of fiction, non-fiction, and poetry in and out of the classroom. They independently demonstrate an in-depth understanding of main idea, supporting details, and elements of a story. Students make multiple comparisons, accurate predictions, and a comprehensive summary. They internalize decoding and vocabulary skills. Students interpret and generate maps, charts, diagrams, graphs, and tables. They transfer information from print, electronic, and on-line sources for student-generated projects and activities. **Proficient** 4th grade students performing at a proficient level read a variety of 4th grade materials (i.e., fiction, non-fiction and poetry). Students predict and determine main idea. They compare, contrast, and summarize. Students use decoding skills to read fluently and use various strategies to gain the meaning of new vocabulary. They interpret written directions, diagrams, maps, charts, graphs, and tables. Students locate, collect, and utilize information using print, electronic, and on-line sources through student-generated projects and activities. **Partially Proficient** 4th grade students performing at a partially proficient level demonstrate minimal understanding of concepts and skills with teacher assistance. Students predict and recognize the main idea, identify some supporting details, and recognize some story elements. They draw simple comparisons, apply limited decoding skills, and use limited vocabulary. Students follow two-step directions in reading maps, charts, graphs, and tables. They locate information using print, electronic, and on-line sources through student-generated

WYOMING LANGUAGE ARTS STANDARDS

GRADE 11 LANGUAGE ARTS 6/98

CONTENT STANDARD	BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
1. READING Students read a variety of grade level materials, applying strategies appropriately to various situations.	1. Students read a variety of materials including traditional and contemporary literature, fiction and non-fiction. 2. Students demonstrate comprehension by critiquing and synthesizing the main idea, point of view, text elements and supporting details to predict outcomes, draw inferences, determine cause and effect, summarize key concepts, and distinguish between fact and opinion. 3. Students analyze and interpret an author's use of the literary devices of theme, tone, style and organization. 4. Students distinguish the common themes that cross time, personal perspective and cultural boundaries. 5. Students distinguish between the reader's response and the author's purpose. 6. Students conduct research using a variety of informational sources such as computer data and library materials. 7. Students analyze and interpret technical data, written directions and technical manuals.	**Advanced** 11th grade students performing at an advanced level independently read a variety of materials at or above the 11th grade level. Students accurately predict outcomes, demonstrate how inferences are drawn, explain cause/effect, and evaluate consequences. They analyze bias, explain difference between reader's response and author's purpose, evaluate author's success, integrate literary devices to their own work, and evaluate common themes through student-generated work. Students conduct thorough research and analyze and evaluate data. **Proficient** 11th grade students performing at a proficient level independently read a variety of materials at the 11th grade level. Students predict outcomes, draw inferences, determine cause/effect, summarize key concepts, and differentiate between fact and opinion. They distinguish reader's response and author's purpose, analyze and interpret author's use of literary devices, and distinguish common themes through student-generated work. Students conduct research and analyze and interpret data. **Partially Proficient** 11th grade students performing at a partially proficient level read a variety of materials at the 11th grade level. Students explain how supporting details predict outcomes, recognize obvious inferences within the text, recognize cause/effect, identify key concepts, and recognize some differences between fact and opinion. They recognize author's purpose, classify and explain use of some literary devices, and identify common themes through student-generated work. Students conduct limited research.

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Critical Issue: Ensuring Equity with Alternative Assessments

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ISSUE: If American students are to be held responsible for achieving high educational standards, it is ethically imperative that educators develop assessment strategies that ensure equity in assessing and interpreting student performance. In order to protect students from unfair and damaging interpretations and to provide parents and communities with an accurate overall picture of student achievement, educators need to be aware of the promise and the challenges inherent in using alternative assessment practices for high-stakes decisions (such as student retention, promotion, graduation, and assignment to particular instructional groups), which have profound consequences for the students affected. Only then will educators be able to build and use an assessment system that is a vehicle for eliminating, as opposed to underscoring, educational inequities. Although alternative assessments can help ensure ethnic, racial, economic, and gender fairness, equity cannot be achieved by reforms to assessment alone. Change will result only from a trio of reform initiatives aimed at ongoing professional development in curriculum and instruction, improved pedagogy, and quality assessment.

OVERVIEW: One of the reasons for the current national disenchantment with standardized multiple-choice tests, secured tests, and other norm-referenced assessments has been the gross inequities that have resulted from inferences based solely on these tests. In many schools, districts, and states, interpretations based on a single test score have been used to place students in low-track classes, to require students to repeat grades, and to deny high school graduation diplomas. The negative personal and societal effects for students are well-documented: exposure to a less challenging curriculum, significantly increased dropout rates, and lives of unemployment and welfare dependency (Oakes, 1986a; Oakes, 1986b; Shepard & Smith, 1986; Jaeger, 1991). Clearly, using testing as a mechanism for sorting and selecting students for access to educational and economic opportunities is antithetical to achieving equity.

Charlotte Higuchi, a third- and fourth-grade teacher at Farmdale Elementary School in Los Angeles, California, discusses the problems inherent in standardized testing. [392k audio file] Excerpted from the video series *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (North Central Regional Educational Laboratory, 1992).

At all levels, educators are turning to alternative, performance-based assessments that are backed by

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criterion-referenced standards. Such assessments help educators gain a deeper understanding of student learning, and enable them to communicate evidence of that learning to parents, employers, and the community at large. These new alternative assessments and standards have been heralded as the answer to a whole host of education ills, including the apparent or real gap in performance between students of different ethnic, socioeconomic, and language backgrounds. Research on learning and assessment and on the prevailing practice of shaping instruction to meet test requirements help build the case for alternative assessment.

Findings from cognitive psychology on the nature of meaningful, engaged learning support the use of alternative assessments that are tied to curriculum and instruction and that emphasize higher-order thinking skills and authentic tasks. Alternative assessments often have high fidelity for the goals of instruction and require students to solve complex, real-life problems. Some educators believe that alternative assessments motivate students to show their best performance--performance that may have been masked in the past by standardized fixed-response tests and by unmotivating content. However, the biggest mistake that schools, districts, and states can make is thinking that exchanging one high-stakes tests for another will result in equitable assessment or elimination of the performance gap between students. Darling-Hammond (1994) believes that if new forms of assessment are to support real and lasting reforms and to close--as opposed to accentuate--the achievement gap between students, they must be developed carefully and used for different purposes than the norm-referenced tests that have preceded. These purposes must be made explicit before the assessment system is built.

Linda Darling-Hammond, a researcher and author in the area of assessment and equity, discusses how assessment can enhance equity when changes are made in the ways that assessments are used. [540k audio file] Excerpted from an interview with Linda Darling-Hammond (North Central Regional Educational Laboratory, 1996).

It is true that new forms of assessment are powerful tools for understanding student performance, particularly in areas that require critical thinking and complex problem solving. However, until high expectations for success, sufficient opportunity to learn, and challenging instruction are the standard educational fare for all children, some evidence (Elliott, 1993; LeMahieu, Eresh, & Wallace, 1992) suggests that alternative assessments may reveal even greater achievement gaps than standardized assessments.

One of the most exciting and liberating things about the current interest in assessment is the recognition that numerous assessment tools are available to schools, districts, and states that are developing new assessment systems. These tools range from standardized fixed-response tests to alternatives such as performance assessment, exhibitions, portfolios, and observation scales. Each type of assessment brings with it different strengths and weaknesses to the problem of fair and equitable assessment. Recognizing the complexity of understanding performance or success for individuals, it is virtually impossible that any single tool will do the job of fairly assessing student performance. Instead, the National Center for Research on Evaluation, Standards, and Student Testing (1996) suggests that an assessment system made up of multiple assessments (including norm-referenced or criterion-referenced assessments, alternative assessments, and classroom assessments) can produce "comprehensive, credible, dependable information upon which important decisions can be made about students, schools, districts, or states." Koelsch, Estrin, and Farr (1995) note that multiple assessment indicators are especially important for assessing the performance of ethnic-minority and language-minority students. The real challenge comes in selecting or developing a combination of assessments that work together as part of a comprehensive assessment system to assess all students equitably within the school community.

The first and most critical step in assessing with equity is determining the purposes for assessing and clarifying whether those purposes are low stakes or high stakes (Winking & Bond, 1995). In many cases, schools, districts, and states have not a single purpose, but multiple purposes--some low stakes and some high stakes--for assessing student performance.

Beau Fly Jones, director of educational programs at the Ohio Supercomputing Center in Columbus, Ohio, discusses the purposes of assessment. [420k audio file] Excerpted from the video series *Restructuring to Promote Learning in America's Schools*, videoconference #4, *Multidimensional Assessment: Strategies for the Classroom* (North Central Regional Educational Laboratory, 1990).

In the low-stakes case of classroom-based assessment, where the primary purpose is determining content coverage and conceptual understanding or diagnosing learning styles, teachers are able to take into account the student's culture, prior knowledge, experiences, and language differences. When preparing and administering assessments, teachers can follow guidelines for equitable assessment in the classroom and make use of accommodations and adaptations to the assessment to ensure that all students have an equal opportunity to demonstrate their abilities and achievement. Teachers also are able to make inferences about student performance and how they must refine their instruction to increase or maintain high performance without calling into question the technical adequacy of the assessment.

However, when tests have high-stakes consequences (such as student retention, promotion, or graduation), it is important to understand ways to maximize equity while not compromising the technical quality of alternative assessments. In high-stakes situations, the technical adequacy of the assessment affects the validity of inferences made regarding the performance of all students. When alternative tests are used for high-stakes purposes, schools--in addition to being concerned about equity when selecting or developing assessments--must take advantage of methods for maximizing fairness in administering and scoring them. Of utmost importance is ensuring that students have had adequate opportunity to learn the material on which they are being tested.

To help ensure equity, an assessment system should be planned by an interdisciplinary group that includes assessment experts, curriculum experts, teachers, and professional developers, as well as administrators responsible for planning and allocating resources. All involved parties need to understand exactly what alternative assessment systems can and cannot achieve, including the fact that unless instruction and pedagogy change and opportunities are provided for all children to experience the same challenging curriculum, alternative assessments may reveal even greater performance gaps than the standardized assessments they replace. (For further information on the relationship between assessment and school reform, refer to the Critical Issue "Rethinking Assessment and Its Role in Supporting Educational Reform.") Teachers and other staff members need to be provided with professional development and support to learn about alternative assessments. (Refer to the Critical Issue "Realizing New Learning for All Students Through Professional Development.")

The actual design of the assessment system should include input from students and individuals who can provide advice on different cultural interpretations of various assessment tasks. After the planning is completed, a bias-review committee (comprising representatives from cultural and ethnic groups for whom the assessment is intended) can preview the assessment and ensure that it is fair and equitable. The planning team's next task is to ensure that the methods for scoring and interpreting the assessments results reflect the concern for equity that has driven the development of the alternative system. Finally, decisions should be made on the best methods for reporting results to various audiences and for various purposes.

(Refer to the Critical Issue "Reporting Assessment Results.")

At the national level, state and local issues related to assessing with equity are mirrored and compounded. Because cultural learnings and context are so important to students' interpretation and responses (Winfield & Woodard, 1994; Darling-Hammond, 1994), moving high-stakes assessment to a national level makes it even more difficult to align tasks with students' culture and context, and potentially reduces the legal defensibility of these assessments. The landmark case of *Debra P. v. Turlington* (1979) sets a precedent for challenging assessment inferences when students have not had sufficient opportunity to learn the content assessed. This precedent easily may be transferred to high-stakes assessments that are not culturally or contextually based within students' realm of experience. The ability to assess equitably in high-stakes situations is crucial when considering a national assessment and suggests that the most useful context for developing performance-based assessments may be the local level. On the other hand, the New Standards Project provides an example of a voluntary large-scale standards and assessment reform system that combines national reference assessments with locally developed performance tasks and portfolios in ways that potentially allow for culturally and contextually valid assessment.

Steve Ferrara, director of student assessment at the Maryland State Department of Education, talks about the difficulty of changing curricula, instruction, expectations, and standards--all of which affect assessment. [560k audio file] Excerpted from an interview with Steve Ferrara (North Central Regional Educational Laboratory, 1995).

Regardless of the level of the assessment effort, equity will never be achieved as long as everyone involved in educating children sees the assessment tools themselves as responsible for ensuring fairness. It is not just the tools, but also the curriculum, instruction, professional development, parent and community involvement, and leadership practices that affect the fairness of assessments and the inferences based on them. Using alternative assessment to assess with equity requires the comprehensive inclusion of each of these elements of the equity equation. Without these supporting systems, new forms of assessment are likely to maintain and perhaps magnify educational inequities.

GOALS:

- Educators are aware of principles and indicators for student assessment systems.
- Educators fully understand the purposes for assessing and the fair inferences that can be based on different assessment tools.
- Educators know and take advantage of methods for maximizing fairness in development, administration, and scoring of alternative assessments.
- Educators, parents, and community members value alternative assessments for providing useful information about how students are performing, and for providing information on how to refine and individualize instruction for better results, unlike the information provided by secured tests.
- The views of all stakeholders--including teachers, administrators, curriculum experts, assessment experts, parents, and community members from diverse cultural groups--are represented when assessment strategies are planned, selected or developed, and administered.

- Assessment systems are tied to curriculum and instruction to ensure that all students have adequate opportunity to learn the material that is to be assessed in ways and modes that are culturally relevant and contextually based.

- Multiple assessment tools are used whenever the assessment is intended for high-stakes purposes.

- Educators interpret and report assessment information and use the results with caution, understanding that inferences made from assessment tools are only as good as the curriculum and instruction that they are intended to support.

- Educators recognize that assessment is only one facet of reform initiatives. They acknowledge that quality assessment must be teamed with improved pedagogy and ongoing professional development in curriculum and instruction.

ACTION OPTIONS: Because the use of alternative assessment--including performance assessment--for high-stakes purposes is relatively new, there is still much debate about the appropriate standards for technical rigor, and practitioners and researchers are still exploring methods for maximizing equity. Although ensuring fairness in performance assessment remains a challenge, some procedures are available to help increase equity in alternative assessment. In addition to applying statistical techniques such as differential item functioning (DIF) analysis, which is used with standardized tests to determine item bias, educators can take the following actions to help ensure the building of a performance-based assessment system that will address high standards and achieve equitable outcomes.

When planning assessment systems, educators can:

- Tightly couple new assessment systems with other concrete reforms necessary for closing performance gaps between ethnic, racial, socioeconomic, and gender groups. These reforms include the following:
    - Providing professional development efforts aimed at raising teachers' expectations for all children's performance. (Refer to the Critical Issue "Realizing New Learning for All Students Through Professional Development.")
    - Ensuring equal curriculum content and coverage in all classrooms.
    - Identifying the students' roles and responsibilities for their own learning. (Refer to the Critical Issue "Working Toward Student Self-Direction and Personal Efficacy as Educational Goals.")
    - Developing and enforcing classroom-level standards for opportunity to learn.

- Obtain broad-based support for the assessment system by involving everyone who has a stake in educating and supporting students. Encourage assessment experts, curriculum experts, teachers, administrators, and professional developers to form a planning group for assessment strategies.

- Ensure that members of the planning group come to consensus about their purposes for assessing and recognize the need for multiple assessment tools that together converge on an understanding of student performance.

- Be aware of gender bias and fairness in testing.
- Create policies that allow for the blending of professional development and assessment monies so that curriculum, instruction, and assessment can be aligned for all children.

When developing, selecting, and administering alternative assessments, educators can:

- Follow guidelines for equitable assessment.
- Involve students in designing performance tasks. Pilot tasks with students and conduct think-alouds (by which students share the stages of their thinking process or the reasoning behind their actions) to provide illuminating information regarding how students of diverse ethnic, racial, and socioeconomic backgrounds interpret and respond to tasks.
- Use strategies for developing equitable performance tasks.
- Involve individuals who can shed light on different cultural interpretations of performance tasks before the assessments are developed and used. Evidence (Miller-Jones, 1989; Garcia & Pearson, 1994) suggests that performance differences lie not only in the task but also in how individuals interpret tasks. The content as well as response parameters of tasks may privilege one ethnic or socioeconomic group over another.
- Conduct sensitivity reviews with representatives from each ethnic and language group for whom the assessment is intended.
- Select performance tasks that are clearly aligned or connected with material that has been taught.
- Provide students with choices for performance tasks, materials, and response modes. Such choices increase opportunities for students to capitalize on their prior knowledge and increase their motivation to perform. However, educators should be aware that all students are not equally good choosers and, as with other skills, may need to be taught to choose wisely.
- Pinpoint the exact skills or processes (such as group dynamics, language understanding, English usage, or math reasoning) that are being measured in each performance task. Because performance tasks are complex, they often require multiple operations.
- Provide students with carefully designed scaffolding activities to build a common base of prior knowledge within the class. If used appropriately, cooperative group activities may be used to help all students---not just those with enriching home or community experiences--understand foundational concepts or ideas necessary to perform well on a task.
- Allow students lots of opportunities to experiment with classroom versions of the performance task--written both as assessments and as instructional units.
- Allow for accommodations and adaptations to the assessment for second-language learners, particular cultural groups, and students with disabilities.
- Use analyses such as differential item functioning (DIF) analysis to determine test-item bias.
- Keep a record or log of the instructional strategies by which performance tasks are presented to diverse students. These strategies can include scaffolding and accomodations and adaptations to the

assessment.

- Use portfolios and observation scales to assess student progress. These assessment tools are sensitive to progress over time and allow students the freedom to demonstrate culturally based experiences and knowledge.
- Ensure that the performance criteria are explicit and clearly understood by each student.

When interpreting, scoring, reporting, and using assessment results, educators can:

- Participate in consistent and ongoing professional development to ensure proficiency in interpreting and scoring alternative assessments.
- Use multiple methods for estimating rater reliability. For high-stakes assessment, it is important to have someone other than the students' teacher judge performance. However, in order not to lose the critical educational benefit of the classroom teacher's knowledge and understanding of his or her own students, schools can experiment with auditing systems that include both familiar and unfamiliar raters.
- Make sure that the assessment report highlights not only the gaps but also the specific aspects of the assessment system on which students of diversity perform well. (For example, portfolios can show significant growth patterns in written expression and reasoning.) This coverage is imperative, because what is reported shapes expectations.
- Report opportunity-to-learn variables (such as time spent on direct instruction of high-order cognitive processes, use of culturally responsive instructional techniques, library and resource use, and opportunity for advanced-placement courses) along with performance data. Comparing the performances of groups of students without providing this contextualizing information can lead to erroneous inferences. It also is counterproductive, because it does not give teachers and schools information about concrete steps needed to improve performance.
- Interpret and report assessment information to parents and the community.

IMPLEMENTATION PITFALLS: Some types of alternative assessment require teachers to devote considerable time to planning and administering the assessment as well as interpreting student achievement.

Schools may think that the substitution of one high-stakes test for another will result in equitable assessment or the elimination of performance gaps. Yet performance gaps are likely to continue if teaching and assessment strategies remain unchanged. Linn, Baker, and Dunbar (1991) note:

> "Gaps in performance among groups exist because of difference in familiarity, exposure, and motivation on the tasks of interest. Substantial changes in instructional strategy and resource allocation are required to give students adequate preparation for complex, time-consuming, open-ended assessments." (p. 18)

Schools may develop and use alternative assesssments with the expectation that a better monitoring system or new forms of assessment alone will address inequitable learning outcomes for students. In actuality, assessment must be integrated with curriculum and instruction in order to promote equity in student learning. (Refer to the Critical Issue "Integrating Assessment and Instruction in Ways That Support Learning.")

In an effort to address higher-order cognitive skills, schools may develop assessments that have ambiguous performance tasks or requirements. Such tasks or requirements may be interpreted very differently by different cultural groups.

Schools may attempt to use alternative assessments for sorting and classifying students according to ability level instead of for improving instruction and raising student achievement. Darling-Hammond (1994) notes that in order to close the achievement gap, new forms of assessment must be developed carefully and be used for different purposes than norm-referenced tests.

Schools and districts may fail to develop policies for using alternative assessment information to improve instruction. They also may not provide ongoing professional development in alternative assessment for teachers. Winfield and Woodard (1994) note: "Merely setting high standards and developing a new assessment system will not ensure changes in teacher behavior or student performance unless professional development activities and capacity building at the school level are given equal priority" (p. 8).

Bond, Moss, and Carr (1996) caution that assessments--even those deemed to be unbiased--may be used to support a policy or program that does not promote equity:

> "Concerns about equity spill over the consensual bonds of validity and bias to include questions about the educational system in which the assessment was used. It is possible for an assessment to be considered unbiased in a technical sense--in the sense that the intended interpretation is equally valid across various groups of concern--and yet be used in service of a policy that fails to promote equity....The question for assessment evaluators is whether an assessment is contributing to or detracting from the fairness of the educational system of which it is a part." (p. 118)

Some teachers, parents, and community members may express resistance to any form of alternative assessment. Teachers, in particular, may object to the additional time necessary for developing and grading performance assessments, and may have difficulty in specifying criteria for judging student work.

Schools, districts, and states may exempt from assessments students who traditionally have not performed well (e.g., second-language learners), thereby avoiding the problem of developing fair measures that provide a picture of the entire school community (Phillips, 1996).

Educators may administer alternative assessments and then rush to blame the test or the children for performance gaps. Instead, educators need to be accountable for student achievement. They also must align assessment with curriculum and instruction in order to improve student learning.

When reporting assessment results, educators must learn to use opportunity-to-learn data with care. Some schools and districts report scores for subgroups of students in the absence of opportunity-to-learn data; other schools develop opportunity-to-learn standards that measure only easy-to-access variables that are ancillary to good instruction (e.g., number of books in the library).

When analyzing test results, pairing isolated opportunity-to-learn variables with subgroup data can lead to erroneous cause-and-effect interpretations. For example, comparing the performance of Hispanic and non-Hispanic students along with the amount of reading assigned outside of school is inappropriate because of the lack of information on other important contextualizing factors.

DIFFERENT POINTS OF VIEW: Although no educator would say that equitable assessment is not important, there are emerging schools of thought about the nature of equity and how it relates to assessment. In particular, these viewpoints relate to achieving a level playing field for assessing student work. Most researchers and practitioners agree that equity must be a major consideration when planning, developing, and administering assessment systems. Some researchers (Garcia & Pearson, 1994; Johnston, 1992; Estrin, 1993), however, believe that students' cultural learnings and interpretations of the world around them are so tied to their responses that it is unfair not to address these learnings and interpretations directly. These researchers feel that the only way to truly understand a student's performance is through assessments that are situated in the local realities of schools, classrooms, teachers, and students. Proponents of situated assessment argue that it is unlikely that large-scale, high-stakes assessment could ever equitably measure student performance. They see familiar raters (the students' teacher or panels of individuals) as the best able to judge a students' work because familiarity is necessary to understand the response patterns and culturally tied conceptions of testing and learning that each student brings to the assessment situation.

ILLUSTRATIVE CASES:

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Date posted: 1997

Critical Issue: Reporting Assessment Results

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ISSUE: The ultimate success of the school improvement process is measured by advances in student knowledge, skills, behaviors, and attitudes. Progress in these areas often is gauged by student assessment programs managed by state agencies or school districts. After the schools receive the assessment results, educators need to carry out specific activities in order to use the information effectively. (See the critical issue "Using Assessment in School Improvement Planning.") One important task is reporting the assessment results to interested individuals and groups so that their needs for information are met and they have a clear understanding of the assessment. When properly presented, assessment reports can help build support for schools and for initiatives that educators wish to carry out. But if assessment results are poorly reported, they can be disregarded or interpreted incorrectly, adversely affecting students, educators, and others in the school community.

OVERVIEW: Students, parents, and community members often misinterpret assessment data because they do not view the information in the proper context. They may fail to consider the many variables involved in the education process, such as students' diverse backgrounds and motivation levels. All children do not come to school equally prepared to learn. In addition, low-performing children are more likely to move frequently, so schools may have little opportunity to intervene with these students before assessment takes place.

Too often, assessment contributes to a competitive atmosphere among schools, districts, and states. When assessment data for a school shows a low rating, the public has a tendency to blame the school environment.

Ed Roeber, Director of Assessment for the Council of Chief State School Officers in Washington, DC, discusses how erroneous conclusions often are drawn when the results of assessment tests are misinterpreted. [Audio file, 180k] Excerpted from the audiotape *Policy Talks*, audiotape #2, *Reaching for New Goals and Standards: The Role of Testing in Educational Reform Policy* (NCREL, 1994).

The real goal of reporting assessment results to the students, parents, school, and the public is to help children learn. Yet this message is rarely reported or conveyed when schools release assessment results. The reason for this omission might be that some educators and policymakers are not fully aware of the different purposes for assessment. They may not know how to convey those purposes, as well as assessment results, to various audiences.

Ed Roeber, Director of Assessment for the Council of Chief State School Officers in Washington, DC, explains his belief that assessment results are not handled properly in America's schools today. [Audio file, 135k] Excerpted from the audiotape series *Policy Talks*, audiotape #2, *Reaching for New Goals and Standards: The Role of Testing in Educational Reform Policy* (NCREL, 1994).

Problems in the reporting of results also may arise if the media oversimplifies this complex topic. Reporters sometimes are more concerned with finding a story than with reporting the complete results. Educators must remember to deliver the assessment results in a manner that puts the information in the proper educational perspective.

Despite the current attention given to student assessment, relatively little has been written on the use and reporting of assessment results. Even less research exists on the effectiveness of alternative strategies for using and reporting student assessment results. Yet public reporting of large-scale assessment results generates some of the largest complaints about student assessment.

John Davis, an English teacher at Columbia Middle School, describes the frustration that can arise when educators try to report information through the political and media arenas. [Audio file, 279k] Excerpted from the audiotape series *Policy Talks*, audiotape #1, *Through the Eyes of Professionals* (NCREL, 1994).

GOALS: Accurate and useful reporting of assessment results enables teachers, students, parents and the public to understand why various assessment instruments are being applied and how the results will be used as part of the school improvement process. In order to meet this goal, educators involved in reporting assessment results should:

- Determine the specific goals of the reporting activities at the outset of the process.
- Select reporting strategies that are consistent with these goals and that effectively relay the desired information.
- Communicate student assessment results in a clear and accurate manner to students, parents, and the public.
- Report results at a level of understanding appropriate for the group or individual receiving the report.

ACTION OPTIONS: When preparing to write assessment reports, educators should:

- Determine how individual, group, and school results of various tests will help the school to improve instruction and learning. (See the critical issue "Integrating Assessment and Instruction in Ways That Support Learning.")
- Determine the audience for the reporting activity. The audience may include students, parents, the school board, or the public (Roeber, Donovan, and Cole, 1980).
- Be clear about *why* assessment results should be reported to these audiences. A clear statement of rationale is important (Roeber et al., 1980).
- Be equally clear about what information is to be communicated, for what purposes, and using which reporting techniques. Remember that multiple strategies are likely to be more effective (Roeber et al., 1980).

Educators have several options when preparing reports:

- Reports can be provided in person, in writing, or in both forms.
- Reports can be primarily text-based, graphical, or both.
- Reports can be lengthy and elaborate, or brief and straightforward.

One good reference for information on reporting assessment results is *Pencils Down! A Guide for Using and Reporting Test Results*, by Gucwa and Mastie (1989). This publication from the Michigan Department of Education presents descriptions of different procedures for reporting assessment results and includes a sample press release.

The following four sections describe methods that can be used when reporting assessment results to students, parents, the school board, and the public.

Reporting Results to Students: A two-step process is recommended for reporting assessment results to students. The first step is a briefing provided to the entire group of students who received individual results. The second step is individual follow-up meetings with students. These meetings should focus on how the teacher(s) will be addressing the individual needs of students.

Reporting Results to Parents: Parents want to know how their children are performing in school, so assessment information collected by schools is of great interest to them. Parents also want to know how the entire student body is performing in comparison with other schools. Reporting results to parents can satisfy both of these needs. Keep in mind that parents want to know how the school scored overall, even if their own children were not assessed.

The building administrator and teachers should be involved in carrying out both types of reporting activities. This collaboration helps build active partnerships between teachers and parents focused on the learning of children.

Four strategies are suggested for reporting results to parents. They are: (1) individual parent/teacher conferences, (2) an individual written report sent home, (3) parent group meetings, and (4) parent newsletter articles.

Although in-person meetings are generally more personal and effective, they are not always possible. Written reports may provide a more accessible form of communication between teachers and parents. In all types of reports, the information should include how well an individual student did on the assessment and what steps the educator will take to make improvements in instruction so that the student will learn what is needed. Written reports also should include information concerning how parents can actively participate in a plan of action to address the instructional needs of their child.

Vivian Lyte, a school administrator, talks about the need for having school or district staff members who can provide parents with information concerning the assessment tests that students are given. [Audio file, 189k] Excerpted from the videotape *The ABCs of School Testing* (The Joint Committee on Testing Practices, 1993).

Reporting Results to the School Board: The school board is the legal policymaking entity at the district level. As such, it deserves to receive reports on the results of assessment. A three-part reporting strategy is recommended for reporting to the school board.

The first report provides background information about the assessment effort itself. It explains what was assessed, what type of assessments were used, why they were used, and how the results will be applied and reported. This report might best be given when the assessment information is being collected, but before assessment results become available. Such timing encourages the school board members to focus on the message of the assessment rather than the numbers.

The second report contains the results of the assessment at the school and district levels. It should answer typical questions raised by policymakers.

The third report follows up on the status of efforts to improve instruction at the school and the effectiveness of these changes. This report, though optional, goes a long way in conveying to the school board that the real purpose of student assessment is to help improve teaching and learning, not to serve as a scorecard on the quality of the school.

Reporting Results to the Public: Many educators are frustrated that communities receive most reports of assessment results through the news media. The public seems to know little else about schools other than test results. As a consequence, school districts may be leery about reporting assessment results or being candid with the public regarding the level of student performance.

Grant Wiggins, Director of Educational Research and Development for CLASS (Consultants for Learning, Assessment and School Structure) in Rochester, NY, talks about why it is beneficial for community members to be educated about and aware of school assessment activities. [Audio file, 342k] Excerpted from the video series *Restructing to Promote Learning in America's Schools*, videoconference #4, *Multidimensional Assessment: Strategies for the Classroom* (NCREL, 1990).

Several steps are involved in successful public reporting of the assessment results. First, educators must decide what audience is going to be addressed. The "public" consists of many different groups of people with varying levels of prior knowledge and information needs. Second, purposes and goals for reporting must be resolved. Third, procedures for reporting the results need to be determined. Remember, the news media is only one way that the public can learn about schools.

There are three types of reports that can be used to communicate test results to communities. These reports are similar in form and content to the reports given to the school board.

IMPLEMENTATION PITFALLS: The largest pitfall is reporting assessment results in an unclear manner. If the information is overly complex or poorly written, it may be misunderstood or misused by the audience. To eliminate this pitfall, reports should be reviewed by various school staff members to ensure clarity.

A sample press release from *Pencils Down!* shows how to write a clear and informative report of assessment results. A press release should contain information describing what grades were tested, when the tests were administered, and how the students scored as compared to students attending other schools in the state. The press release also should contain the name and phone number of a school official who can be contacted for further information.

The effectiveness of the entire reporting process will be greatly hindered if the school or district makes no effective use of the assessment information. If teachers, administrators, and parents do not learn from and act upon the information provided by the assessments, the entire process will be of little or no benefit to the children. (Activities related to implementing changes based upon assessment results are described in the critical issue "Using Assessment in School Improvement Planning.") Remember, the ultimate goal of assessment is to better educate children.

DIFFERENT POINTS OF VIEW: There are differences in opinion about how much assessment information to report, as well as whether or not some types of assessment information should be publicly reported. Some people assume that if a public agency invests tax dollars in carrying out assessment activities, then the students, their parents, the local school board, and the public deserve to know how students did and what actions will be taken as a result.

Other individuals believe that assessment results should be shared with a much more limited audience.

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Marjorie Mastie, a school testing specialist at the Washtenaw Intermediate School District in Ann Arbor, Michigan, describes the federal law that prohibits the public release of any individual child's test scores. [Audio file, 360k] Excerpted from *The ABCs of School Testing* (The Joint Committee on Testing Practices, 1993).

Some educators object to sharing assessment results because the information may be misunderstood and reported incorrectly by the news media or others.

ILLUSTRATIVE CASES:

Ann Arbor Public Schools, Ann Arbor, Michigan

Michigan Educational Assessment Program (MEAP)

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References

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Date posted: 1995

Critical Issue: Integrating Assessment and Instruction in Ways That Support Learning

Pathways Home Page | Critical Issues for this area

ISSUE: Assessment results have important implications for instruction. The primary aim of assessment is to foster learning of worthwhile academic content for all students (Wolf, Bixby, Glenn, & Gardner, 1991). School communities use assessment results in a formative way to determine how well they are meeting instructional goals and how to alter curriculum and instruction so that goals can be better met. But unless the content of assessment (what schools assess) and the format of assessment (how schools assess) match what is taught and how it is taught, the results are meaningless, if not potentially harmful. The same is true if assessment tools are not of high quality. There's also potential for harm when decisions affecting students' futures are being made based on results of assessments made with tools that are not appropriate for the purpose.

Charlotte Higuchi, third and fourth grade teacher at Farmdale Elementary School in Los Angeles, California, talks about the connection between assessment and instruction. Excerpted from the videoseries, *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (NCREL, 1991). [Audio Comment, 135K]

OVERVIEW: Changes in the workplace are likely to accelerate as we enter the 21st century. The need for schools to keep pace with these changes has resulted in a massive curriculum reform movement. School communities are establishing new goals so that students will learn the skills and competencies needed to succeed in today's workplace; often communities include the skills of reasoning, problem solving, and working collaboratively. To meet these goals, schools are providing students with learning experiences that are more authentic. If schools want an accurate appraisal of how well they are helping students achieve goals, they must make changes in assessment that reflect the changes in curriculum and instruction. The connection between curriculum reform and the need for changes in assessment is considered in more detail in the critical issue "Rethinking Assessment and Its Role in Supporting Educational Reform."

In their attempts to change assessment to match the content and format of instruction, some schools are relying more upon what is known as alternative assessment. Performance-based assessment, portfolios, student-designed assessments, etc., are regarded by many educators as more reflective of new curricular goals and methods of instruction. Some educators view alternative assessment as a better way to determine how well students are learning (and how effective instruction is) than traditional forms of assessment like multiple choice tests.

Charlotte Higuchi, third and fourth grade teacher at Farmdale Elementary School in Los Angeles, California, talks about sharing performance based assessment results with students and parents. Excerpted from the videoseries, *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (NCREL, 1991). [Slide Show, 423K]

The selection or design of particular forms of assessment depends partly on the specific purpose for assessing. Assessment's overall aim is to foster learning of worthwhile academic content for all students, and the most direct way that assessment serves this purpose is through its role in making decisions about curriculum and teaching. But schools have other purposes for assessment results. Often assessment results are used to assign students to certain groups or strands, and to determine if they should be promoted or graduated. Results of many assessments are used to determine student grades and to report student progress to parents, the principal, or other teachers (Crooks, 1988). Results of some assessments may be used to hold schools accountable to the public.

Alternative forms of assessment might best serve some of these purposes while more traditional forms could still serve others. Regardless of the purpose, however, the form of assessment used must reflect the content to be mastered and must be of high technical quality. The quality of information provided by classroom assessments is considered in more detail under the critical issues of "Designing or Selecting Appropriate Assessment Tasks" and "Ensuring the Technical Quality of Alternative Assessments."

The most important factors in determining technical quality are the reliability, validity, and fairness of classroom assessments. If the quality of an assessment is not ensured, grouping practices, and coverage and pacing decisions may be based on invalid estimates of students' capabilities. For example, sometimes grouping decisions reflect or reinforce racial and socioeconomic inequities, or the decisions might be based on prior achievement that was artificially low due to past limited opportunities to learn. In addition, grouping and pacing decisions based on test results are unfair if all students have not had an equal opportunity to learn.

Poor decision can also be made if attention is not paid to appropriateness of the form of assessment for the intended purpose of the assessment.

GOALS:

- Teachers develop classroom assessments that value the ability to apply knowledge by reasoning and solving novel problems as well as the acquisition of knowledge and low-level skills.
- Teachers better evaluate their own classroom assessment practices and instructional procedures, and how they affect student achievement.

Susan Watson, literature teacher at Verona Area High School in Verona, Wisconsin, talks about the value of informal assessment while working with small groups of students. Excerpted from the videoseries, *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (NCREL, 1991). [Slide Show, 513K]

- Teachers collect valid, reliable data to inform their instructional decisions.
- Administrators support and work with teachers to strengthen teaching through improved assessment practices.
- Students are involved in developing scoring criteria, self-evaluation, and goal setting, and view classroom assessment as appropriate reflections of what they are learning.
- Policymakers understand the impact of their external assessment decisions on classroom instruction.

ACTION OPTIONS:

- Grade-level and subject-specific teachers should work together to clarify the learning goals of their instruction and review their assessment practices to ensure that they reflect the intended learner outcomes (Fuchs, 1994; Elliott, 1994).
- Teachers should collectively examine the grouping and tracking practices in their school to determine whether these practices are appropriate and based on valid and reliable information.
- Teachers should discuss with colleagues their own informal assessments of individual students so that the knowledge base of all teachers is expanded.
- Teachers should share effective instructional practices and provide the assessment data used to determine the effectiveness of those practices.
- Teachers should have access to relevant information about other performance assessment activities, including on-line resources, among which is the Assessment Resource Library.
- Administrators should set aside a period for teachers to discuss their grading practices, educational priorities, and the expected standards of accomplishment (Driscoll, 1986).
- Students should be involved in the development of scoring criteria, and should learn to use those criteria for self-evaluation and goal setting.
- Educators and professional groups should inform policymakers about the need for external assessments that are closely aligned with the goals of educational reform.

IMPLEMENTATION PITFALLS: Alternative forms of assessment require knowledge and skills which most teachers have not had the opportunity to learn. Providing teachers with time for learning is essential to making changes in assessment practices that will support learning. Teachers will also need time to produce and implement the assessments. And, because integrating instruction and assessment requires coordination, teachers will need time to work with one another to share ideas and reach consensus. Because it requires adequate time to implement, alternative assessment will not be effective if it is an added responsibility for teachers. Priorities need to be rearranged so that teachers can spend less time on some things and more time on assessment.

Charlotte Higuchi, third and fourth grade teacher at Farmdale Elementary School in Los Angeles, California, talks about the complexity of using performance based assessments. Excerpted from the videoseries, *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Performance* (NCREL, 1991). [Slide Show, 468K]

Teachers will also need to work together to create a school environment that values good assessment practices. Conflict can result from implementing alternative forms of assessment in a school that is heavily dependent on traditional forms of instruction and assessment.

DIFFERENT POINTS OF VIEW: Some fear that placing too much emphasis on any form of assessment will result in educators "teaching to the test." In other words, when assessment results are used to make important decisions, there is a danger that instruction will narrowly focus on what is assessed while other important curricular goals and content are neglected (Romberg, Zarinnia, & Williams, 1989). All assessments include only a sample of the total content contained within a curriculum. Critics of multiple-choice tests, for example, suggest that the skills usually assessed by multiple-choice testing - the acquisition of factual information and the simple application of that information - became the focus of instruction at the expense of more substantial content. Alternative assessment attempts to remedy this situation by ensuring that the content of the assessment matches the most important content in the curriculum. But regardless of how much the content of an assessment is improved, when teachers narrowly focus on what is tested, the assessment results will only reveal the students' learning of the test content, not whether they could perform a related task in a different environment. For example, if instruction is focused on a skill that is a test requirement - such as writing a persuasive essay - the results of the test will reflect only the students' performance on this type of writing, not his/her general writing ability. This limitation is primarily a concern in one-shot, large-scale district or state testing situations where important decisions are based on a limited sample of student performance. In a classroom setting, teachers can continually assess student work over a long period without relying on the results of a single assessment.

ILLUSTRATIVE CASES:

The Vermont Portfolio Project

Thinker Tools II Project

The Key School and the Key Renaissance School, Indianapolis, Indiana

Measuring Up: Prototypes for Mathematics Assessment

Performance Assessment Sampler: A Workbook

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References

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Date posted: 1995

Critical Issue: Assessing Young Children's Progress Appropriately

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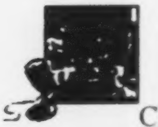
Pathways Home Page | Critical Issues for this area

ISSUE: School improvement emphasizes enhanced achievement for all children, but determining young children's achievement demands special consideration. Assessment of the progress and attainments of young children, 3 to 8 years of age, requires understanding that they grow and change rapidly, particularly in their social and emotional development; that they can be easily distracted by assessment procedures; and that they have little or no personal interest in being assessed. Given these characteristics, how can educators determine what the youngest children know and can do, and how can they use that information to carry out the aims of early childhood programs?

OVERVIEW: In recent years, teachers and administrators have recognized the problems unique to assessing young children. These problems arise from a combination of the developmental characteristics of 3- to 8-year-olds and the kind of curriculum that is appropriate in early childhood programs. Assessment processes traditionally accepted for older children are not developmentally appropriate assessment, nor are they sufficiently informative for assessing young children.

Abuses and misuses of tests for assessing young children have been documented (Meisels, 1987, 1989, 1993; Shepard, 1991, 1994). Excessive use of standardized tests is especially inappropriate (National Association for the Education of Young Children, 1987). Standardized achievement tests alone cannot fulfill the major purposes of assessment in programs for young children. Those purposes are: instructional planning and communicating with parents, identification of children with special needs, and program evaluation and accountability (Hills, 1992).

Concern about the role of assessment in improving early childhood education is part of the widespread conviction that much of standardized testing has served public elementary and secondary education poorly. In too many cases, narrowly conceived, multiple-choice or short-answer tests have overemphasized low-level reading, writing, and math skills isolated from a context of meaning. They have neglected the kinds of critical thinking and problem solving required for successful functioning currently and in the future. (See the Critical Issue: "Rethinking Assessment and Its Role in Supporting Educational Reform.")



Charlotte Higuchi, a third-grade teacher at Farmdale Elementary School in Los Angeles, California, talks about the differences between standardized tests and developmentally appropriate assessment. [236k audio file] Excerpted from the video series *Schools That Work: The Research Advantage*, videoconference #4, *Alternatives for Measuring Assessment* (North Central Regional Educational Laboratory, 1992).

Influential professional associations such as the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education have issued position statements on assessment as an integral part of curriculum and instruction. These position statements offer guidance to school personnel who seek to improve school programs for the youngest students. Young children's thinking and learning are not compartmentalized into content areas, and their accomplishments in new learning are supported by their prior experiences and understandings. The way they learn, therefore, requires an integrated curriculum. The curriculum, in turn, requires that assessment procedures frequently sample a broad range of their performance in many learning contexts.

GOALS:

- Schools will integrate curriculum and assessment in educational programs for young children.
- Schools will adopt assessment practices that are developmentally appropriate for young children.
- The assessment procedures will fulfill all the major purposes of assessment in early childhood programs.
- Teachers will communicate to parents clear and full information about their children's progress.

  Anne Norford, principal of Brownsville Elementary School in Crozet, Virginia, talks about approaches to communicating with parents about their children's performance-based assessment. [416k audio file] Excerpted from a videotaped interview with Anne Norford (North Central Regional Educational Laboratory, 1992).

- School personnel will use assessment practices to benefit children through more individually appropriate instruction and/or special interventions to help them succeed.

ACTION OPTIONS:

- Engage teachers and administrators in determining what necessary assessment information (with regard to instructional planning and communicating with parents, identifying children who need supplements or alternatives to the program planned for typical children, and determining the worth of the program) is and is not available through their current assessment procedures.
- Evaluate current and proposed assessment programs in terms of criteria for quality and fairness.
- Eliminate routine use of standardized tests for all young children.

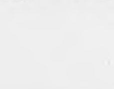
- Eliminate policies that assign children to extra-year programs on the basis of standardized test scores.
- Make teachers the primary assessors for the children they teach since it is they who will use assessment information to design instruction.
- Include in teacher evaluation and individual professional development plans, teachers' acquisition and use of the skills and knowledge to carry out developmentally appropriate assessment and a repertory of strategies for collecting, recording, and interpreting assessment information, including portfolios.
- Conduct a program evaluation to evaluate all components of the program, not just children's achievement.
- Provide basic information about assessment of young children to administrators so that they can fulfill their administrative responsibilities for assessment.
- Provide information about the rationale and implementation of the assessment program to those who have a stake in the assessment of young children, including parents, teachers, and children themselves.

IMPLEMENTATION PITFALLS: The differing beliefs and expectations about assessment among teachers, administrators, school board members, parents, and the community may make it difficult to elicit acceptance of developmentally appropriate assessment approaches.

Most teachers in early childhood classrooms lack systematic training in the new conceptions of assessment. They will need professional development opportunities to learn the new skills and knowledge, and they will need supervisory and administrative support as they attempt to implement alternative assessment. Administrative support will be essential if school board members and parents are to accept a new approach to assessment.

The assessment program adopted for early childhood programs should be based upon appropriate expectations for the learning and development of children in preschool, kindergarten, and primary years. Like curriculum standards, assessment standards should be articulated with programs that follow kindergarten (including any end-of-primary benchmarks) so that the entire elementary school experience is planned as a coherent whole. If not, markedly different expectations at the higher grade levels may predispose the preschool-through-primary program to perceived failure. Such a perception ultimately can result in a downward articulation of end-of-primary expectations to second grade and below.

Reform and improvement of assessment programs requires time and effort. There are likely to be some problems along the way, with consequent need to alter some of the original plans or work harder on implementation. If teachers, administrators, school board members, and parents except too much too soon, the reform and improvement movement may be abandoned prematurely as a failure in favor of a return to over-reliance on traditional formal testing, with the potential problems already cited.



DIFFERENT POINTS OF VIEW: Many people believe that formal testing is an absolute requirement for meaningful assessment of students. They believe that only scores on standardized tests can determine whether and how much students have learned and whether school programs are accountable. Those who emphasize the importance of standardized achievement tests may doubt teachers' abilities to be objective, and they place high value on comparisons of their particular students' achievement with the achievement of those in other schools or previous years.

Some teachers feel pressure from administrators or teachers of higher grades to give young children experience with standardized testing. Even if they have concerns about such tests, these teachers may feel an obligation to administer them.

School board members, elected officials, and high-level administrators must confront issues of accountability: Are school programs accomplishing their mission, and do they justify the public expenditures that support them? They may rely almost entirely on standardized testing programs to answer these questions, believing that the tests are objective and stringent and thus can lead to accurate inferences about student achievement.

Some teachers are concerned about alternative, performance-based assessment systems that require observation, recording, and narrative reports of children's progress. They may believe that their workload is already too great without additional assessment tasks. Even though the majority of teachers of young children distrust standardized tests for assessing achievement, they may be apprehensive about undertaking a new approach that demands new skills, new knowledge, and possibly more time.

Many parents have faith in standardized testing, which has been greatly emphasized by the media, elected officials, and public school educators during the last 15 or 20 years. Parents may object to changes in the ways teachers report to parents about children's performance, such as narrative reports or checklists instead of traditional letter grades. They may fear that alternative, performance-based assessment and narrative reports, instead of traditional report cards, signify lower standards.

ILLUSTRATIVE CASES:

Portofolio assessment of South Brunswick Public Schools, South Brunswick, New Jersey

Assessment at Valeska Hinton Early Childhood Education Center, Peoria, Illinois

The Primary Program: Growing and Learning in the Heartland

Project Construct, an early childhood program of integrated curriculum and assessment, developed by the Missouri Department of Elementary and Secondary Education

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References

This Critical Issue was researched and written by Tynette W. Hills, an educational consultant based in Durham, North Carolina.

Date posted: 1997
Revised: 1999

Outcome Data

- ❖ Describes how a student or group of students is doing at a particular point in time.
- ❖ Communicates the degree to which a student or group of students has acquired specified knowledge, skills, and attitudes.
- ❖ Is measurable and quantifiable.

Demographic Data

- Helps the staff understand its students and their unique needs.
- Provides vital statistics regarding the students, their families, and the community.
- Identifies factors that must be considered in the staff's decision-making process.

Process Data

- Includes information related to the school's efforts to promote a high level of student achievement.
- Refers to variables over which the school has some degree of control.
- Helps the staff make effective decisions about curriculum, instruction, and assessment.

Outcome Data

Demographic Data

Process Data

Outcome Data

Achievement Data

- teacher-made tests
- minimum proficiency tests
- report card analysis
- exhibitions
- portfolios
- performance assessments
- advanced placement tests
- standardized tests
- departmental exams
- progress report analysis
- projects
- audiovisual productions
- honors class enrollment
- scholastic awards
- completion of University of California A-F requirements

Completion Rates

- graduation rate
- dropout rate
- promotion rate
- retention rate

Comparative Data

- matched scores
- to external standards
- among subgroups
- to external groups

Post Enrollment, K-8

- attendance and performance in subsequent grade levels

Post Enrollment, Secondary

- admission to and performance in post-secondary education
- completion of post-secondary education
- admission to and performance in the armed forces
- entrance in and performance in the workforce

Supplemental Data

- discipline referrals
- extracurricular activities
- suspensions
- expulsions

Demographic Data

(student)

Enrollment

- ethnicity
- primary language
- grade level
- special programs
- language proficiency
- gender
- categorical programs

Attendance

- daily rate of attendance
- truancy rate
- reasons for absences
- by period
- by subject matter
- tardiness rate
- mobility rate
- by teacher

Language Proficiency

- language proficiency level
- redesignation rate

Socioeconomic Status

- free/reduced lunch status
- social service support
- community employment figures
- caretaker employment
- AFDC status
- parent education level
- household income

Demographic Data

(family)

- status of primary caretaker
- family primary language
- size of family
- number of siblings
- nature and frequency of adult participation in school events
- nature and frequency of adult support at home

Demographic Data

(community and business)

- number of community and/or business organizations that provide support
- nature and frequency of community and/or business organizations' support
- nature and frequency of volunteer services

Process Data

Curriculum

- alignment with content standards, frameworks, reform documents, and other comparative documents
- dependency on textbooks
- consistency across similar grade levels, courses, and subject matter
- amount of time allotted to specified content
- alignment with content of external assessments

Instruction

- evidence of sound instructional strategies
- consistency across similar grade levels, courses, and subject matter
- amount of time allotted to specified instructional practices

Assessment

- nature of classroom assessment
- frequency of classroom assessment
- amount of time allotted to assessment
- alignment with external assessments
- consistency across similar grade levels, courses, and subject matter

Resources

(text books, supplemental books, technology, manipulatives, materials, equipment, supplies, and other instructional items)

- quantity
- accessibility
- quality
- appropriateness

Process Data

Staff

- number (certificated/classified)
- preservice training
- major/minor areas of study
- certifications/credentials
- years of service at school
- experience outside of education
- variety of positions
- years of teaching
- specialized training
- gender
- ethnicity
- age

Expectations

- level of expectation
- application to all students
- communication to others
- consistency among staff

Professional Development

- number of staff who participate
- relationship to long-range plans
- number of sessions attended
- process for selection training
- level of implementation
- follow-up support
- subjects addressed
- nature of training
- relationship to needs
- quality of training

School Organization

- organization of the school day
- time allotted to specific subjects
- organization of the staff
- accommodation to teacher collaboration
- decision making process
- use of facilities
- class size
- support services

Process Data

Parent Education and Involvement

- number and nature of parent education opportunities
- attendance for parent education opportunities
- evaluation of parent education opportunities
- number and nature of parent involvement opportunities
- parent satisfaction with parent involvement opportunities

Communication with Parents, Community, and Business

- nature and frequency of written and oral communication
- availability of communication in parent's primary language
- effectiveness of communication

What Should We Know About This Assessment Tool?

Before we come to any conclusions or make any decisions based upon an assessment tool, we should ask ourselves:

1. What is the purpose of this assessment tool and how will it help us improve instruction?

2. What are the strengths or benefits of this assessment tool?

3. What are the weaknesses or limitations of this assessment tool?

4. What variables other than the student's knowledge and skills may have affected his/her performance?

5. What variables other than the student's knowledge and skills may have affected our perception of the student's performance?

6. What will we do differently the next time we use this assessment tool?

Large-Scale Data Samples

The following sample data are from a low-scoring, high-poverty school in Wyoming. There are data from two assessments on both a third-grade and a sixth-grade class. The first page in both is the Stanford Achievement Test, Ed. 8, given in the spring, which gives a percentile score for both reading and math. The other two pages are a level test, also given in the spring, which reports a RIT score and a percentile and also breaks up student performance by specific skill areas.

ROSTER OF TEST RESULTS

Stanford Achievement Test: 8th Ed, 1991 Norms

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FORM : J PAGE
TEACHER : ***************** LEVEL : P3A 1
SCHOOL : GRADE : 3 SPR
DISTRICT : TEST DATE 03/30/98
FILENAME : RSSAT Entire 3rd grade RUN DATE 05/01/98

		READ COMP	MATH APPL		BIRTHDATE
1 PR	M	15	5		09/06/88
2 PR	M	4	37		11/12/88
3 PR	M	50	40		04/01/89
4 PR	F	13	69		12/11/88
5 PR	M	34	62		10/17/88
6 PR	F	24	54		09/05/88
7 PR	M	39	51		10/19/88
8 PR	F	2	16		05/09/89
9 PR	M	70	81		11/27/88
10 PR	M	65	44		10/29/88
11 PR	F	34	31		07/14/88
12 PR	M	3	3		10/19/88
13 PR	M	6	3		10/19/88
14 PR	F	10	21		06/28/89
15 PR	F	13	1		02/18/89
16 PR	M	4	3		01/04/89
17 PR	F	18	40		01/11/89
18 PR	M	53	92		05/24/89
19 PR	F	10	13		03/29/89

Third Grade

Achievement Level Test Results

Class Report

Page: 2

Spring 1998

Class : 0018

Reading

ID Number	Name	Grade	Test Form	RIT	Score Range	PCTL	PCTL Range	Goal Performance			
520219074		3	303*3	173	172-175	9 M	8-10	Lo	Lo	Lo	Lo
2 520213489		3	304	187	185-188	25 M	22-27	Av	Lo	Lo	Lo
3 520230470		3	303	196	194-198	44 M	39-49	Av	Av	Av	Av
520214673		3	333*3	184	182-185	21 F	18-22	Lo	Lo	Lo	Av
520210807		3	305*3	197	195-199	47 M	42-52	Av	Av	Av	Av
6 520292714		3	304	191	190-193	33 F	31-37	Av	Lo	Lo	Lo
7 520294636		3	304*4	193	192-195	37 M	35-42	Av	Av	Lo	Av
520255497		3	301	176	174-178	11 F	10-13	Lo	Lo	Lo	Lo
520293724		3	306	209	207-210	79 M	74-81	Hi	Hi	Hi	Av
520293744		3	304	193	192-195	37 M	35-42	Lo	Lo	Av	Av
11 520274330		3	304*4	200	198-202	55 F	49-60	Av	Hi	Av	Lo
520213126		3	301*3	156	155-158	2 M	1-2	Lo	Lo	Lo	Lo
520219347		3	301	test too difficult		M					
520238760		3	302*3	179	177-181	14 F	12-16	Lo	Lo	Lo	Lo
15 520217266		3	304	191	190-193	33 F	31-37	Lo	Lo	Av	Av
16 520215977		3	322*3	179	178-180	14 M	13-15	Av	Lo	Lo	Lo
521693939		3	304*3	189	187-191	29 F	25-33	Av	Lo	Lo	Lo
520232317		3	305	201	199-202	57 M	52-60	Hi	Av	Av	Av
520230573		3	303	192	190-194	35 F	31-39	Lo	Av	Av	Hi

	RIT				
Number of Students Marked 'Lo'		8	11	10	9
Number of Students Marked 'Av'		8	5	7	8
Number of Students Marked 'Hi'		2	2	1	1
Class Average	188	190	186	188	188
Standard Deviation	11.92	11.87	12.69	12.87	16.43

WORD KNOW.
LITERAL COMP
INTERP.COMP
EVAL. COMP

Report Date : 6/1/98

Goal Scores:

Hi = Percentile scores > 66
Av = Percentile scores between 66 and 33
Lo = Percentile scores < 33

SC (Special Code) :

2 = ESL Exempt
4 = Sp.Ed. Exempt
5 = Sp. Ed. Modify
6 = Other
7 = Invalid
8 = Out of Level

Note: Since all test scores have some expected error, we suggest the use of score ranges for making your educational decisions. Toward this end, we provide the SCORE RANGE and PCTL RANGE. above:

SCORE RANGE is a range of scores around the student's observed score. If a student were given another level test, his/her score would be within this range most of the time. Based on the test results, students whose score ranges overlap greatly are performing at about the same level.

PCTL RANGE shows the same information as the score range, but in percentile form, for those who are more comfortable using percentile rankings.

Scoring and Reporting System by:
NWEA

BEST COPY AVAILABLE 3rd Grade 350

Achievement Level Test Results

Class Report

Page: 2

Spring 1998

Class : 0018

Mathematics

	ID Number	Name	Grade	Test Form	RIT	Score Range	PCTL	PCTL Range	Goal Performance							
1	520219074		3	302*3	too many omits on test											
2	520213489		3	305	201	199-202	59 M	53-62	Hi	Av	Av	Av	Av	Av	–	–
3	520230470		3	304	202	201-204	62 M	59-68	Hi	Hi	Av	Lo	Av	Hi	–	–
4	520214673		3	322*3	190	189-191	27 F	25-30	Lo	Lo	Lo	Hi	Lo	Av	–	–
5	520210807		3	302*3	192	191-194	32 M	30-38	Lo	Hi	Lo	Lo	Lo	Av	–	–
6	520292714		3	303	199	198-201	53 F	50-59	Lo	Hi	Av	Av	Lo	Av	–	–
7	520294636		3	302*4	185	183-186	17 M	14-19	Lo	Lo	Lo	Lo	Lo	Av	–	–
8	520255497		3	301	192	190-195	32 F	27-41	Lo	Lo	Av	Lo	Lo	Av	–	–
9	520293724		3	305	206	204-207	74 M	68-77	Hi	Av	Av	Hi	Av	Hi	–	–
0	520293744		3	304	197	195-198	47 M	41-50	Av	Av	Lo	Hi	Lo	Hi	–	–
1	520274330		3	304*4	200	199-202	56 F	53-62	Lo	Hi	Av	Hi	Lo	Hi	–	–
2	520213126		3	301*3	173	172-175	5 M	4-6	Lo	Lo	Lo	Lo	Lo	Lo	–	–
3	520219347		3	302	171	170-173	4 M	3-5	Lo	Lo	Lo	Lo	Lo	Lo	–	–
4	520238760		3	303*3	185	184-187	17 F	16-21	Lo	Lo	Av	Lo	Av	Lo	–	–
5	520217266		3	301	188	186-190	23 F	19-27	Lo	Av	Lo	Lo	Lo	Av	–	–
6	520215977		3	302*3	189	188-191	25 M	23-30	Lo	Lo	Lo	Lo	Lo	Lo	–	–
7	521693939		3	304*3	197	195-198	47 F	41-50	Av	Lo	Lo	Hi	Av	Av	–	–
8	520232317		3	304	205	203-206	71 M	65-74	Av	Hi	Av	Hi	Hi	Hi	–	–
9	520230573		3	302	188	187-190	23 F	21-27	Lo	Lo	Lo	Lo	Lo	Av	–	–

	RIT	PROBLEMSOLV	NUMBERCONC	COMPUTATION	GEO/MEASURE	STATS/PROB	PATT/FUN/ALG	ALGEBRA	GEOMETRY
Number of Students Marked 'Lo'		12	9	10	10	12	4	0	0
Number of Students Marked 'Av'		3	4	8	2	5	9	0	0
Number of Students Marked 'Hi'		3	5	0	6	1	5	0	0
Class Average	192	189	191	190	194	191	197	0	0
Standard Deviation	9.58	13.00	14.84	9.16	13.58	12.26	10.14	0.00	0.00

Report Date : 6/1/98

Goal Scores:

Hi = Percentile scores > 66

Av = Percentile scores between 66 and 33

Lo = Percentile scores < 33

SC (Special Code) :

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SCORE RANGE is a range of scores around the student's observed score. If a student were given another level test, his/her score would be within this range most of the time. Based on the test results, students whose score ranges overlap greatly are performing at about the same level.

PCTL RANGE shows the same information as the score range, but in percentile form, for those who are more comfortable using percentile rankings.

Scoring and Reporting System by: NWEA

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3rd Grade

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ROSTER OF TEST RESULTS

Stanford Achievement Test: 8th Ed, 1991 Norms

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TEACHER : ****************
SCHOOL :
DISTRICT :
FILENAME : RSSAT Entire 6th grade

FORM : J PAGE
LEVEL : I3 1
GRADE : 6 SPR
TEST DATE 03/30/98
RUN DATE 05/01/98

		READ COMP	MATH APPL		BIRTHDATE
1 PR	F	68	77		06/27/86
2 PR	F	65	66		02/25/86
3 PR	F	85	97		09/18/85
4 PR	F	43	66		12/15/85
5 PR	F	65	42		01/23/86
6 PR	F	27	10		03/28/86
7 PR	F	27	30		04/03/86
8 PR	F	43	23		12/18/85
9 PR	M	1	1		08/29/86
10 PR	M	74	77		10/22/85
11 PR	M	35	93		03/04/86
12 PR	M	85	93		01/04/86
13 PR	M	31	42		07/25/86
14 PR	M	71	93		03/31/86
15 PR	M	74	83		09/10/85
16 PR	M	93	70		05/23/86
17 PR	M	38	98		08/13/86

Sixth Grade

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Achievement Level Test Results

Class Report

Spring 1998

Class : 0022

Reading

ID Number	Name	Grade	Test Form	RIT	Score Range	PCTL	PCTL Range	Goal Performance			
520087039		6	306	221	219-223	64 F	58-70	Hi	Av	Hi	Av
520251393		6	307*4	221	220-223	64 N	61-70	Hi	Av	Hi	Av
520064370		6	388*3	231	230-232	90 F	88-91	Hi	Hi	Hi	Hi
529553292		6	307*4	228	227-230	84 F	82-88	Hi	Hi	Hi	Hi
520216118		6	306*3	212	210-214	38 M	33-43	Lo	Av	Av	Av
520080251		6	306*3	206	204-207	24 F	21-26	Lo	Lo	Lo	Lo
141000115		6	306*3	212	210-214	38 F	33-43	Lo	Av	Lo	Av
520295733		6	306	210	208-212	33 F	28-38	Av	Av	Av	Lo
550999871		6	303	181	180-183	2 F	2-3	Lo	Lo	Lo	Lo
520081752		6	388*4	221	220-222	64 F	61-68	Av	Av	Hi	Av
520237426		6	306	219	217-220	58 M	52-61	Av	Av	Av	Av
520066415		6	307*4	226	224-228	79 M	73-84	Hi	Hi	Hi	Av
156000145		6	307*3	215	213-216	46 M	40-49	Av	Av	Av	Av
520080925		6	308	236	235-238	96 F	95-97	Hi	Hi	Hi	Hi
520080143		6	307	224	222-225	73 F	68-76	Hi	Av	Av	Hi
28880121		6	307	223	221-224	70 F	64-73	Hi	Av	Hi	Hi
520195856		6	307	217	215-219	52 F	46-58	Hi	Av	Av	Av

	RIT				
Number of Students Marked 'Lo'		4	2	3	3
Number of Students Marked 'Av'		4	11	6	9
Number of Students Marked 'Hi'		9	4	8	5
Class Average	217	217	216	219	217
Standard Deviation	11.89	10.56	14.75	14.28	11.40

WORD KNOW.
LITERAL COMP
INTERP.COMP
EVAL. COMP

Report Date : 6/1/98

Goal Scores:
Hi = Percentile scores > 66
Av = Percentile scores between 66 and 33
Lo = Percentile scores < 33

SC (Special Code) :
2 = ESL Exempt
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Note: Since all test scores have some expected error, we suggest the use of score ranges for making your educational decisions. Toward this end, we provide the SCORE RANGE and PCTL RANGE. above:

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PCTL RANGE shows the same information as the score range, but in percentile form, for those who are more comfortable using percentile rankings.

Scoring and Reporting System by: NWEA

6th Grade

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Achievement Level Test Results

Class Report

Page: 4

Spring 1998

Class : 0022

Mathematics

Number	Name	Grade	Test Form	RIT	Score Range	PCTL	PCTL Range	Goal Performance							
520087039		6	605	220	218-221	54 F	49-57	Av	Av	Av	Av	Av	Av	–	–
520251393		6	606*4	226	224-227	69 M	64-71	Hi	Av	Hi	Hi	Av	Av	–	–
0064370		6	608*3	240	239-242	92 F	91-93	Hi	Hi	Hi	Hi	Hi	Hi	–	–
9553292		6	605*4	222	220-223	59 F	54-61	Av	Av	Hi	Lo	Av	Av	–	–
520216118		6	606*3	221	220-223	57 M	54-61	Hi	Av	Av	Av	Av	Hi	–	–
520080251		6	604*3	201	200-203	13 F	12-16	Lo	Lo	Lo	Lo	Lo	Lo	–	–
1000115		6	604*3	203	201-204	16 F	13-18	Lo	Lo	Lo	Lo	Lo	Lo	–	–
0295733		6	604	205	203-206	19 F	16-22	Lo	Lo	Av	Lo	Lo	Lo	–	–
0999871		6	602	187	185-188	3 F	2-3	Lo	Lo	Lo	Lo	Lo	Lo	–	–
520081752		6	606*4	234	232-235	84 F	81-86	Hi	Hi	Hi	Hi	Hi	Hi	–	–
520237426		6	607	229	227-230	75 M	71-77	Av	Hi	Hi	Hi	Hi	Av	–	–
0066415		6	606*4	230	229-232	77 M	75-81	Av	Hi	Hi	Av	Hi	Av	–	–
6000145		6	606*3	218	216-219	49 M	45-52	Lo	Av	Av	Av	Av	Av	–	–
520080925		6	606	228	227-230	73 F	71-77	Hi	Hi	Hi	Av	Av	Av	–	–
520080143		6	606	219	217-220	52 F	47-54	Hi	Lo	Av	Av	Av	Lo	–	–
880121		6	605	219	217-220	52 F	47-54	Hi	Lo	Hi	Av	Av	Av	–	–
0195856		6	607	229	228-231	75 F	73-79	Av	Hi	Hi	Hi	Av	Hi	–	–

	RIT								
Number of Students Marked 'Lo'		5	6	3	5	4	5	0	0
Number of Students Marked 'Av'		5	5	5	7	9	8	0	0
Number of Students Marked 'Hi'		7	6	9	5	4	4	0	0
Class Average	219	221	216	223	219	219	216	0	0
Standard Deviation	13.12	16.00	18.41	15.99	13.27	12.04	11.67	0.00	0.00

PROBLEMSOLV
NUMBERCONC
COMPUTATION
GEO/MEASURE
STATS/PROB
PATT/FUN/ALG
ALGEBRA
GEOMETRY

Report Date : 6/1/98

Goal Scores:

Hi = Percentile scores > 66
Av = Percentile scores between 66 and 33
Lo = Percentile scores < 33

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Scoring and Reporting System by NWEA

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6th Grade

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1999 Oregon Statewide Assessment Program
Preliminary Math Problem-Solving Class Roster

Cds Code : 22-129-210
District :
School :

Report Date : 14-Mar-99
Grade : 05
Teacher :
Period: 1

Student Name	Gender	Performance on State Standard	Composite Score	Accuracy		Conceptual Understanding		Process and Strategies		Communication		Verification		Special Codes
AD	F	D	13	1	1	2	1	2	1	2	3	NE	NE	
BA	M	D	21	1	1	3	3	3	3	3	4	NE	NE	5
BR	M	M	34	5	5	4	4	4	4	4	4	NE	NE	
CA	M	D	18	1	1	3	2	3	2	3	3	NE	NE	
DI	F	D	21	2	2	3	3	3	3	2	3	NE	NE	
DO	F	M	33	5	5	4	4	4	4	3	4	NE	NE	
ED	F	D	21	1	1	3	3	3	3	3	4	NE	NE	
GI	F	D	15	1	1	2	2	2	2	2	3	NE	NE	1
GO	F	M	34	5	5	4	4	4	4	4	4	NE	NE	
GR	F	C	31	4	4	4	4	3	4	4	4	NE	NE	
JA	M	D	13	1	1	2	2	1	2	2	2	NE	NE	5
JE	M	D	18	1	1	3	2	3	2	3	3	NE	NE	
KN	F	M	34	5	5	4	4	4	4	4	4	NE	NE	
MI	M	M	34	5	5	4	4	4	4	4	4	NE	NE	
MO	F	M	38	5	5	4	5	4	5	5	5	1	1	
PE	F	M	33	5	5	4	4	4	4	3	4	2	2	
RO	M	M	33	5	5	4	4	4	4	3	4	NE	NE	
SE	M	M	37	5	5	5	4	5	4	5	4	NE	NE	
SM	F	M	34	5	5	4	4	4	4	4	4	NE	NE	
WE	M	M	34	5	5	4	4	4	4	4	4	NE	NE	
WI	M	M	32	5	5	4	4	3	4	3	4	NE	NE	

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Performance on State Standard Codes: E = Exceeds Standard; M = Meets Standard; C = Conditionally Meets Standard; D = Does Not Yet Meet Standard

Special Codes:
BL = Blank
OT = Off Task
MISC = Miscellaneous (Illegible, or not able to be scored)

1 Absent
2 Exempted - LEP
3 Modified - LEP
4 Exempted - Special Education
5 Modified - Special Education
6 Home-Schooled/Not Enrolled

7 Other
8 Withdrawn from the school

NE = No Evidence: The paper did not contain enough information for the rater to provide a score.

Accuracy:
1 = Not Correct
2 = Correct but not supported
4 = Essentially Correct
5 = Precisely Correct

OREGON+ ONE POIN TIME GOAL REPORT

SCHOOL:
CLASS:Grade 5
NORM GROUP: Oregon

DATE:Spring 1999
SUBJECT:Mathematics
ORDER:By Name

Name	Grd	PCT Correct	RIT Score	POP Score	Oregon %tile	Overall♦ Score	CALC/EST	MEASURMT	STAT/PRB	ALG RELA	GEOMETRY
Ad	5	27*	200	33	6	Below	Below	Below	Below	Below	Below
	5	60	217	49	44	Meets	Below	Below	Meets	Meets	Exceeds
Ba	5	25*	199	32	5	Below	Below	Below	Below	Below	Below
Br	5	60	206	39	16	Below	Below	Below	Below	Below	Exceeds
	5	80	227	58	77	Meets	Meets	Meets	Exceeds	Meets	Exceeds
Ca	5	41	208	41	20	Below	Below	Below	Meets	Below	Below
	5	58	215	47	38	Meets	Meets	Meets	Meets	Below	Below
	5	88	223	55	63	Meets	Exceeds	Meets	Meets	Meets	Meets
	5	73	223	55	63	Meets	Meets	Meets	Meets	Meets	Exceeds
	5	38	206	39	16	Below	Below	Below	Meets	Below	Below
	5	70	211	43	27	Below	Below	Below	Exceeds	Below	Below
Di	5	56	215	47	38	Meets	Below	Meets	Below	Below	Meets
Do	5	58	216	48	41	Meets	Meets	Below	Meets	Below	Below
Ed	5	28*	201	34	8	Below	Below	Below	Below	Below	Below
	5	60	217	49	44	Meets	Meets	Meets	Below	Meets	Below
Go	5	28*	202	35	9	Below	Below	Below	Below	Below	Below
	5	73	212	44	30	Below	Below	Meets	Meets	Below	Below
Gr	5	71	223	55	63	Meets	Below	Exceeds	Meets	Meets	Meets
	5	35	205	38	14	Below	Below	Below	Below	Below	Below
	5	35	205	38	14	Below	Below	Below	Below	Below	Below
Ja	5	45	199	32	5	Below	Below	Below	Below	Below	Below
	5	Absent									
Je	5	51	212	44	30	Below	Below	Below	Meets	Below	Below
	5	73	223	55	63	Meets	Meets	Meets	Meets	Meets	Exceeds
	5	85	220	52	54	Meets	Meets	Meets	Meets	Exceeds	Meets
Kn	5	47	211	43	27	Below	Meets	Below	Meets	Below	Below
	5	42	209	42	22	Below	Below	Below	Meets	Below	Meets
	5	61	217	49	44	Meets	Meets	Meets	Meets	Below	Meets
	5	80	228	59	79	Meets	Exceeds	Meets	Meets	Meets	Meets
	5	97	248	78+	99	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
Mi	5	51	212	44	30	Below	Meets	Below	Below	Below	Meets
Mo	5	82	229	60	82	Meets	Exceeds	Meets	Meets	Exceeds	Meets
	5	37	206	39	16	Below	Below	Below	Below	Below	Below
	5	68	209	42	22	Below	Below	Meets	Below	Below	Meets
	5	58	205	38	14	Below	Below	Below	Meets	Below	Below
	5	Exempted - Students with Disabilities									
Pe	5	44	209	42	22	Below	Below	Below	Below	Below	Below
	5	57	215	47	38	Meets	Below	Below	Meets	Meets	Meets
	5	50	212	44	30	Below	Below	Below	Meets	Below	Meets
	5	38	195	28	2	Below	Below	Below	Below	Below	Below
Ro	5	55	214	46	35	Below	Meets	Below	Meets	Meets	Below
	5	30*	192	25	1	Below	Below	Below	Below	Below	Below

75

Grade	2	3	4	5	6	7	8	9	10
Meets	191	202	209	215	221	226	231	236	239

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♦The State S d applies only to the Overall Score. The information provided for Goal Performance nded to show areas of individual strength or weakness.

OREGON$^+$ ONE POIN[illegible] TIME GOAL REPORT

SCHOOL:
CLASS:Grade 5
NORM GROUP: Oregon

DATE:Spring 1999
SUBJECT:Mathematics
ORDER:By Name

Name	Grd	PCT Correct	RIT Score	POP Score	Oregon %tile	Overall♦ Score	CALC/EST	MEASURMT	STAT/PRB	ALG RELA	GEOMETRY
Se	5	78	227	58	77	Meets	Exceeds	Meets	Meets	Meets	Meets
	5	49	211	43	27	Below	Below	Below	Below	Meets	Below
	5	63	207	40	18	Below	Meets	Below	Below	Below	Below
Sm	5	47	211	43	27	Below	Meets	Below	Below	Below	Below
	5	50	201	34	8	Below	Below	Meets	Below	Below	Below
	5	92	238	69+	96	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds
	5	75	213	45	32	Below	Exceeds	Meets	Meets	Below	Below
	5	45	199	32	5	Below	Below	Below	Below	Below	Below
	5	85	220	52	54	Meets	Meets	Meets	Meets	Meets	Exceeds
	5	Absent									
	5	47	211	43	27	Below	Below	Below	Below	Below	Below
	5	Not Tested									
We	5	83	218	50	47	Meets	Below	Exceeds	Meets	Exceeds	Below
	5	65	208	41	20	Below	Below	Below	Below	Exceeds	Meets
Wi	5	57	215	47	38	Meets	Meets	Below	Meets	Below	Below
AVERAGES			212.7	45.0			212.8	214.1	213.3	212.1	213.7
NUMBER EXCEEDS			2				7	4	3	6	8
NUMBER MEETS			19				15	17	27	13	14
NUMBER BELOW			32				31	32	23	34	31

76

+ Meets or exceeds Oregon requirements for inital TAG screening for current year
* Percent correct below the optimum range for this test
# Excluded from averages (Home schooled, modified administration, or exempted)

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Grade	2	3	4	5	6	7	8	9	10
Meets	191	202	209	215	221	226	231	236	239

PRINTED:05 [illegible]-1999

♦The State S[illegible]d applies only to the Overall Score. The information provided for Goal Performance [illegible]nded to show areas of individual strength or weakness.

PRINTED 05-26-1999

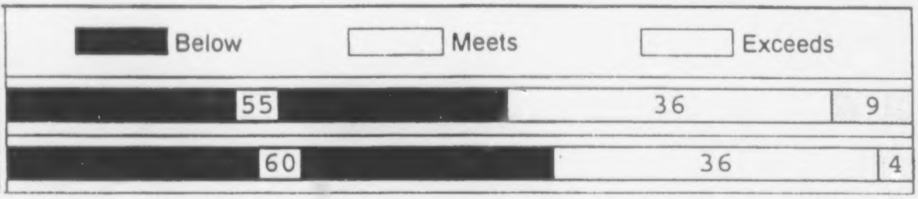
SCHOOL:

DATE: Spring 1999

CLASS: Grade 5 GRADE: 5 TEACHER:

OREGON+ TESTS TEACHER REPORT

Subject	Class Average	District Average	Oregon Average
Reading	213	213	218
Math	213	212	218



EXPLANATION OF THE TEST SCORES

Exclusions	Your averages and percentages don't include scores for special education students, students with limited English proficiency, home schooled students, or tests marked invalid.
RIT-Score	This measure shows how far the student has progressed towards the standard.
Class Average	The average of the RIT-Score for your students.
District Average	The average of the RIT-Score for all students in your district in this grade.
Oregon Average	The meets or exceeds average of the RIT-Scores for all students in Oregon in this grade. (Estimated for grades 2, 4, 6, 7 ,9 ,11 and 12)

GOAL PERFORMANCE*

Class*	District*
42	40
40	40
46	44
42	42
45	42
51	48
47	46
41	41
40	39
57	52
36	35
41	41

Goals tested in READING:

1. Word Meaning: Identify the meaning of words directly and from context.
2. Locating Information: Locate information in standard reference sources.
3. Literal Comprehension: Comprehend literal meanings and explicit content of written materials.
4. Inferential Comprehension: Infer implied meanings from content, style, and organization.
5. Evaluative Comprehension: Evaluate the intent, validity and worth of written materials.
6. Literary Forms: Identify the common literary forms and gendre.
7. Literary Elements: Identify common literary elements and devices.

Goals tested in MATHEMATICS:

1. Calculation & Estimation: Use operations with whole number and rational number systems.
2. Measurement: Compare measurment properties of objects and computes area and perimeter.
3. Statistics & Probability: Solve problems with graphs, statistics, probability and data analysis.
4. Algebraic Relationships: Use algebra and number sentences to describe math relationships.
5. Geometry: Compare the shape, orientation, and size of objects.

* percent that meets or exceeds the standard. (Fall reports use the spring standard for the **previous grade** to make a fair comparison.)

OREGON STANDARDS BY GRADE

	3	4	5	6	7	8	9	10
Reading	201	208	215	221	226	231	236	239
Mathematics	202	209	215	221	226	231	236	239

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*The State Standard applies only to the Overall Score The information provided for Goal Performance is intended to show areas of individual strength or weaknes

Small-Scale Data Samples

IV-12

Retelling: Reading Assessment That's Also Good Instruction (or, Reading Instruction That's Also Good Assessment)

JANE B. BRAUNGER
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Donald Graves describes portfolios as "simply too good an idea to be limited to an evaluation instrument" (Graves 1992, p. 1). Their primary value, he asserts, is in students' learning, specifically self-reflection, which leads to increased understanding and the production of quality work. I wish to begin with a similar assertion about retellings. Retellings are excellent for reading assessment. They provide "the most straightforward assessment of the result of the text-reader interaction" (Johnston 1983, p. 54). But having said that, I must emphasize that the reason retellings can become authentic, useful assessment is they *begin* as good instruction in the classroom. Think of assessing retellings as a periodic analysis of written or oral work regularly produced as part of instruction. Students develop the ability to produce better retellings as they practice because retellings are grounded in good reading theory and they can actually improve the skill— reading comprehension— which they assess.

Retellings Complement a Constructivist Model of Learning

Basically, what students do in creating a retelling is to retell, orally or in writing, a selected text so as to convey their understanding of it, including all relevant details, responses, inferences, and associations. A common prompt is to ask students to "retell what they have just read as if they were telling it to another student who had not read the piece."

What makes retellings such powerful tools for developing and assessing students' reading abilities? Brian Cambourne, an Australian literacy educator who has researched retellings as both instruction and assessment, says that retellings give students an opportunity to use language to learn about language

In Blum, Robert E., and Arter, Judith A. (Eds). *A Handbook for Student Performance Assessment in an Era of Restructuring*. Alexandria, VA: Association for supervision and Curriculum Development, 1996.

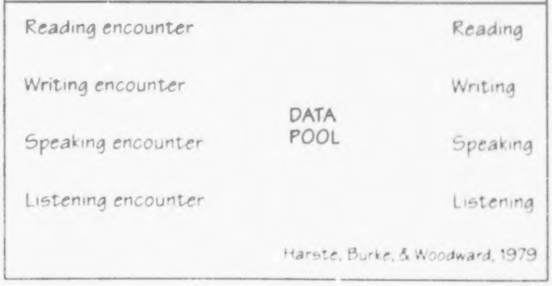
(1987). A retelling is constructed entirely by the student. Teacher- or text-designed comprehension questions stipulate what should be understood and remembered in text. But in a retelling, students use language to frame and express their understanding of the reading. Retellings allow a teacher to discover what students know without prompting them with questions (Rhodes and Shanklin 1993). Retellings mirror the reading process because they are a construction of meaning. They reflect reading as a transaction involving the reader, the text, and possibly other readers; they honor the primacy of the reader's response, and, unlike standardized comprehension measures, they value and account for divergent responses (Tierney, Carter, and Desai 1991). Responses to a text may vary, for example, on the basis of students' experiences and interest in the topic.

Retellings are based on a transactional or constructivist view of literacy, with the following principles:

- Language and literacy are about making meaning.
- Both are constructed through social interaction.
- Both are learned through purposeful use.
- Readers construct meaning through interacting with text and using prior experience and knowledge in the process.
- Learning proceeds from whole to part.
- Reading, writing, speaking, and listening are interdependent and mutually supportive.

This final point is central to the instructional power of retellings, described by Cambourne (1988) as "linguistic spillover," a process in which linguistic forms, ideas, structures, and conventions from the texts used for retellings appear over time in students' reading, writing, and speaking. Cambourne builds on the image of the linguistic data pool (Figure 1). Retellings capitalize on this natural interaction to enhance all language forms.

FIGURE 1
LINGUISTIC DATA POOL



Harste, Burke, & Woodward, 1979

Retellings involve a two-way dynamic. Students pull from the text as they construct a retelling, but they also act on the text, making it their own. Teachers can see instances of students using their own language in retellings to capture the flavor of a piece they've read and communicate their enjoyment of it. Such flexibility across language reflects the students' comprehension through active engagement with the text, as illustrated by the following example.

Some 8th grade students had their first experience with retellings using "Talk: An Ashanti Tale," an African tale about animals, plants, and inanimate objects acquiring the power of talk and using that power to chastise the people who use them (Christ 1989, p. 140). These students composed retellings of varying length and complexity. When they shared their retelling with a partner, and then in a group of four or five, they commented on these differences. They especially enjoyed retellings with a strong voice that incorporated familiar language while remaining true to the original story line. Here is one such example. The original text began like this:

> Once, not far from the city of Accra on the Gulf of Guinea, a country man went out to his garden to dig up some yams to take to market. While he was digging, one of the yams said to him, "Well, at last you're here. You never weeded me, but now you come around with your digging stick. Go away and leave me alone!"
>
> The farmer turned around and looked at his cow in amazement. The cow was chewing her cud and looking at him.
>
> "Did you say something?" he said.
>
> The cow kept on chewing and said nothing, but the man's dog spoke up. "It wasn't the cow who spoke to you," the dog said. "It was the yam. The yam says leave him alone."
>
> The man became angry, because his dog had never talked before, and he didn't like his tone besides. So he took his knife and cut a branch from a palm tree to whip his dog. Just then the palm tree said, "Put that branch down!"
>
> The man was getting very upset about the way things were going, and he started to throw the palm branch away, but the palm branch said, "Man, put me down softly!"
>
> He put the branch down gently on a stone, and the stone said, "Hey, take that thing off me!"
>
> This was enough, and the frightened farmer started to run for his village . . .

Here is one student's written retelling of this part of the text.

> A farmer guy was digging up a yam and the yam got mad at him and told him to leave him alone and the dog got smart with the farmer when he didn't know it was the yam,

> so he was gonna whip the dog with a branch
> and the tree punked him off and then the
> branch did too, so he ran away . . .

Retellings provide information on students' reading process and on their understanding of a text. Unlike standardized measures, which cannot account for the reading strategies used in arriving at an answer, retellings allow the teacher to observe the reader's processes, and to hear or read the products of the reader's comprehension. Retellings can be a part of a balanced literacy-assessment program, providing observations of both process and product, as depicted by Anthony, Johnson, Mickelson, and Preece (1991) in their "quad" (Figure 2).

Benefits as Instruction and Assessment

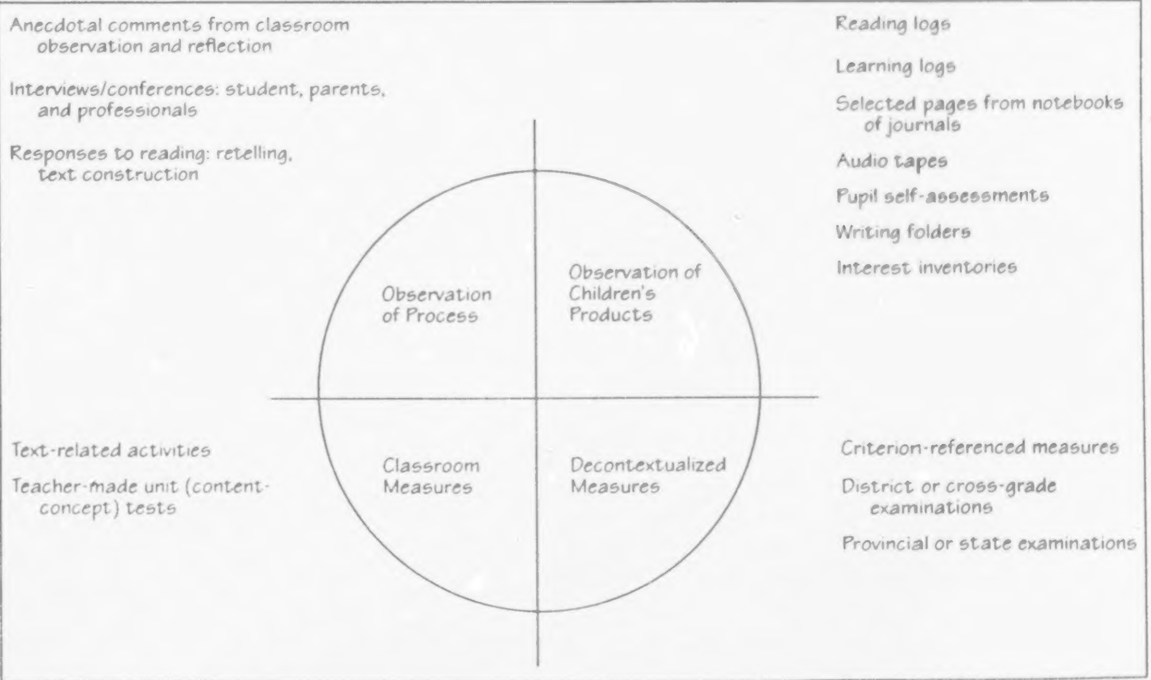
Both teachers and students can benefit from retellings—students in improved comprehension ability and familiarity with characteristics of various genres, and teachers in deepened insight into students' reading interests, strategies, and understandings.

Benefits to Students

Research with young children has involved asking them to retell fictional or expository material that has been read to them. Benefits include development of more sophisticated language structures, accumulation of background experience, and development of interest in learning to read (Morrow 1988). For example, after reading the book *Tacky the Penguin* to a 1st grade class, I invited them to retell the story. As various children retold favorite parts of the story, I wrote their composite retelling on a chart pack. Predictably, momentum built for the retelling after the first few contributions, and soon the room echoed with shouts of "And then he . . . ," "It was funny when he . . . ," and "But then what happened was . . ." Several sheets of paper and about 20 minutes later, they helped me read their group retelling aloud. It contained all the major events of the story, the faithfully repeated refrain "Tacky was a weird bird," as well as students' responses to characters and situations in the story. The children planned to illustrate their version and bind it so they could enjoy reading it—just like the book it was based on—again and again. The supportive, interactive group process here had the immediate benefit of increasing students' engagement with and enjoyment of the text. It also provided a safe group experience as a model of how students would later produce retellings on their own.

Studies of retelling with older students, 4th graders who included less-proficient and proficient readers, showed improvement across identified com-

FIGURE 2
THE QUAD AS A DATA-GATHERING PROFILE


Anecdotal comments from classroom observation and reflection
Interviews/conferences: student, parents, and professionals
Responses to reading: retelling, text construction
Reading logs
Learning logs
Selected pages from notebooks of journals
Audio tapes
Pupil self-assessments
Writing folders
Interest inventories
Observation of Process
Observation of Children's Products
Classroom Measures
Decontextualized Measures
Text-related activities
Teacher-made unit (content-concept) tests
Criterion-referenced measures
District or cross-grade examinations
Provincial or state examinations

prehension tasks in both groups after only four practice sessions (Gambrell, Koskinen, and Kapinus 1991). The dimensions of comprehension included setting, theme, plot, and resolution. Students improved their recall of text-based propositions and story-structure elements. The study supported the hypothesis that by orally reconstructing silently read discourse, the reader learns something about organizing and remembering text-acquired information (Gambrell et al. 1991, p. 360). The researchers found that retellings' focus on the whole story supports the students in holistically framing their understanding and encourages elaboration within that framework. In short, active engagement in retelling a story actually improves students' ability to read and understand stories. And comprehension does proceed from whole to part; details have meaning only insofar as they relate to an overall understanding of the text.

Brian Cambourne's work with retellings sheds some light on why this verbal rehearsal technique seems to improve both comprehension and recall of text. Active engagement in meaningful literacy experiences is a powerful tool for learning. The key to student engagement, he says, is in the *immersion* of students in texts of all kinds and the provision of many *demonstrations* of how texts are constructed and used. *Engagement* that accompanies immersion and demonstration occurs when: (1) learners believe they are potential performers or doers of these demonstrated operations, (2) learners see the task as purposeful and useful to them personally, and (3) learners are not afraid that a less-than-perfect performance will be criticized (Cambourne 1988).

The experience of the young child learning to talk is instructive for teachers working with students as beginning or developing readers and writers. Adults continually engage the child in "conversation," clearly expecting the child to enter into the dialogue ever more competently. The child shares this expectation, innately believing, "I can learn to do this." This belief is fundamental to the successful use of retelling. At the heart of retellings' power to improve reading comprehension and spoken and written fluency is the holistic, social-constructivist context in which these activities occur. Students participate in retellings because they learn things to make their own reading and writing better, they are supported by the social context of the classroom as they practice retellings, and they expect to improve over time.

In a typical instructional use of retellings, students may share their written retellings with a partner or read them to the group. The emphasis is on noticing ways in which students' retellings are similar to and different from each other and the text. In this way, students attend closely to language and other text structures, enriching their own "linguistic data pool" in the process. In a supportive social context, students often notice why they prefer another's retelling to their own, and transfer that awareness to their next retelling. Working with a small group of 3rd and 4th graders in a Chapter 1 program, I observed this behavior.

Jenny had been the first to share her retelling of a fable about a tiger and an ant, in which the ant king repays the tiger king for sparing his life by freeing the tiger king, trapped in a cave after an earthquake seals the opening. Jenny's retelling contained detailed accounts of the first meeting of the ant and the tiger, but ended abruptly without including the central event—the tiger being trapped in the cave and rescued by an army of ants. As she listened to Matthew read his retelling next, she smiled and exclaimed, "Oh, that's what I left out. That's what happened." Matthew had written how "everybody tried to help the king: the elephant tried, the monkeys tried, the buffalo tried. The king of the ants came and they (all the ants) took one grain at a time to get the king out. It took a whole day and they freed the king." Matthew had the positive experience of demonstrating a full retelling, and Jenny took useful information from this demonstration. Far from feeling embarrassed or disappointed, she was pleased to get help with making her retellings richer, more complete. Both students also benefited from their extended discussion about the original story, referring to it frequently as they compared their retellings. This type of prolonged encounter with text is another reason that retellings help students improve as readers.

Retellings enrich students' language in all its forms—reading, writing, listening, and speaking. The benefits of classroom use of retellings include greater oral language complexity, improved reading comprehension, increased awareness of the different ways in which texts are structured, more articulation of connections within and between texts, and greater use of literacy language and genre-specific conventions in students' own writing and speaking (Anthony et al. 1991).

Benefits to Teachers

Retellings provide the teacher with a window into students' reading strategies, background experiences relevant to the text, and understandings of particular texts. Teachers can learn, among other things, what the student thinks is important to remember, whether the student's retelling fits the purposes set for reading, the degree to which the student's responses are text-based or reader-based, and how close the match is between text and retelling (Rhodes and Shanklin 1993, p. 233). An individual retelling may suggest useful literacy demonstrations or experiences for a student. And

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over time, assessed retellings allow teachers to observe changes in students' reading strategies, attitudes, and comprehension.

In the case of Matthew's and Jenny's retellings, the teacher gained some valuable insights into the students' strengths and needs as readers and writers because the students produced written retellings. Matthew's retelling was quite detailed, with a storyteller's flair for building suspense. Matthew's written retelling, however, revealed some major spelling confusions. Although retellings should not be evaluated for spelling, Matthew's teacher might see spelling patterns in the retelling that, when viewed in the context of writing samples in his folder, would help her to set some realistic spelling targets with Matthew.

Perhaps most important, retelling does not require the teacher to take time away from instruction to gather assessment information. The assessment of retellings is easily accomplished by slightly altering the administration procedure. So, retelling provides useful information to teachers about students' reading and writing development. And students develop into better readers and writers because the retelling process mirrors strategic reading behavior: prediction, sampling, monitoring and revising predictions in light of new textual evidence, questioning, connecting to one's own experience, and summarizing to check understanding.

Procedures for Eliciting Retellings

Retellings may be done orally or in writing, from text the student has either read or listened to. Obviously, oral retellings are more appropriate until students are able to write independently. As this section will explain, written retellings allow for more student interaction and learning from each other; however, even older students sometimes prefer to give oral retellings if, for example, they are less confident about their writing than their speaking. Students may retell individually or collaborate on a retelling, and either the student or the teacher can choose the text. Whatever the format, students should be told before reading or listening to a text that they will be asked to retell it. And, of course, the use of retellings for assessment should come after students have had extensive experience with retellings in instruction.

The process described here is adapted from the explanation by Anthony and colleagues (1991), based on Brown and Cambourne's model (1987). Additional procedures for taking oral and written retellings are described by Rhodes and Shanklin (1993), Glazer and Brown (1993), and Morrow (1988, 1990). In this procedure, students produce written retellings, interacting with a small group of four or five students:

1. Students see only the title of the text; they write predictions about what they think will be in a text with that title. They can even predict specific words or phrases they'll expect to find.

2. Students share their predictions with their small group. The teacher can then ask for some groups to share with the whole class.

3. Students read the text silently, remembering their original predictions and confirming or modifying them as the text unfolds. Students should be encouraged to read the text as many times as necessary to feel comfortable writing a retelling without referring back to it. They should begin their retelling when they think they understand the text well and can retell it to someone who has not read it. Emphasize that the goal is not to memorize the text, but to retell it in their own words and in their own style.

4. When each student is ready, the text is put aside. Students retell, using appropriate prose, pictures, or diagrams to convey the contents of the text so that someone unfamiliar with it could understand it. If the retelling has a particular purpose, students should be told in advance. For example, students can be asked to retell a piece of historical text to show their understanding of the sequence and relationship of events. Or they can be asked to retell a short fictional piece to show their understanding of the characters' motives. However the purpose is described, students must know that what matters is their ability to convey an understanding of the text, not their mastery of written conventions or penmanship.

5. After students complete their retellings, they share the retelling with a partner. They should be encouraged to note similarities and differences—in the information included, their manner of retelling, etc.—and to refer back to the original text to see more points of comparison and contrast with their retellings. They can also use the original to check omissions and interpretations open to question.

With oral retellings, students may simply be asked to retell a selected text in their own words—for example, as if to a friend who hadn't read it. In an instructional setting, a teacher can prompt the retelling, as needed, asking for more information ("What happened next?"), probing for understanding ("Why do you think he did that?") or seeking conclusions ("What do you think the author was trying to say?"). For students who experience difficulty retelling a story, Rhodes and Shanklin recommend applying the principles of dynamic assessment. Before students read the text, the teacher should provide instruction that's likely to help them construct a good retelling—for example, help students preview the text features and make predictions based on them. Or the teacher could frame the piece, giving students a general introduction to the story and the problem the character in it will face. Then students read and retell the story.

Morrow (1988) reminds us that prompting is instruction, so if a teacher is using a retelling for assessment, he should do so without prompting students because prompts influence students' response to the reading. Glazer and Brown (1993) distinguish between *unguided* and *guided* retellings. In an unguided retelling, students retell the story without any intervention or interaction with peers, teachers, or other listeners. In a guided retelling, prompts, usually posed as questions, help students who experience difficulty moving independently through a retelling.

Retellings used in instruction often include some teacher guidance and, especially with young children, props such as felt boards, puppets, or pictures. The retelling in this instance is a teaching incident. In contrast, retelling used for assessment is generally done without prompts, props, or access to the text upon completion of the reading. The intent here is to gather information about the students' unsupported reconstruction of a text. The value of retelling for assessment depends on the students' familiarity with the process from experiencing it frequently in an instructional context.

Analyzing, Scoring, Reporting, and Using Retellings

Analysis of a retelling for assessment purposes can be done either qualitatively or quantitatively. Generally, a teacher reads or listens to a retelling to see if a student

- Organizes and sequences ideas clearly
- Uses phrases, vocabulary, and language structures from the original text
- Re-creates the feeling or mood of the original text
- Draws conclusions or inferences from the text
- Summarizes in own words (Ministry of Education and Training 1991).

Recording information on these features can be done anecdotally or on a matrix. Morrow (1988) designed the "retelling profile" to record information about the reader's comprehension of textual information, strategies used, metacognitive awareness, involvement with text, and language facility. The Portland (Oregon) Public Schools (1989) adapted that profile as the Retelling Checklist (Figure 3).

Guidelines for recording information on retellings of narrative pieces are available from numerous sources (Rhodes and Shanklin 1993, Morrow 1990, Glazer and Brown 1993, Cambourne 1988). Common features on which to record information include introduction of the story, setting, plot (sequence of events, problem, resolution), characters (inclusion of significant ones, with adequate detail), theme or point of the story, and use of language or stylistic features from the story (Anthony et al. 1991).

The advantage of a qualitative analysis of retellings is the holistic assessment of comprehension it provides. As Morrow (1988) points out, such analysis is based on the premise that the whole piece is more important than any of its parts, and that the reader's total impression of a text includes those elements. But Morrow also devised a quantitative analysis of retelling, which allows teachers who like the structure of a scorable instrument to account for features of text included in students' retellings. Brown and Glazer (1993) have adapted Morrow's scoring system, and designed a version for student self-assessment (Figure 4).

FIGURE 3

RETELLING CHECKLIST

Name ______________________________
Date ______________________________
Title ______________________________

Low Degree **Moderate Degree** **High Degree**

Includes information directly in text.

Includes inferred information.

Includes what is most important.

Includes summary or generalization.

Includes connections to reader's life.

Includes an attachment to the reading (likes or dislikes).

Recognizes author's organization and audience.

Asks additional questions.

Source: Reading Assessment, Portland Public Schools, Portland, Oreg. 1989. Reprinted with permission.

Conclusion

Whether qualitatively or quantitatively analyzed, retellings provide rich data on students' reading comprehension, as both a process and a product. If standardized assessment provides a snapshot of students' learning, retellings can be described as a videotape, capturing patterns of growth by revealing

FIGURE 4
SCORING SYSTEM FOR A NARRATIVE RETELLING

Child's Name ______________________________ Age __________ Grade __________

Title/author of Story ______________________________ Date __________

Type of retelling:

Circle one from each pair: (Guided/Unguided Oral/Written Listened to/Read)

Directions: Place "1" next to each element, except as indicated. Partial credit can be given only for characters and episodes (e.g., 4 out of 5 characters equals .8). Highest score for retelling is 10.

SENSE OF STORY STRUCTURE		**COMMENTS**
SETTING:		
Begins story with introduction	________	______________________
Includes time or place	________	______________________
CHARACTERS:		
Names main character	________	______________________
Number of other characters named	________	______________________
Actual number of other characters	________	______________________
Total score for other characters	________	______________________
PROBLEM:		
Refers to main character's goal or problem	________	______________________
EPISODES:		
Number of episodes recalled	________	______________________
Actual number of episodes	________	______________________
Total score for episodes	________	______________________
Proper sequence of episodes	________	______________________
SOLUTION:		
Names problem's resolution	________	______________________
Ends story	________	______________________
THEME:		
States theme of story	________	______________________
Total score for retelling	________ (out of 10)	

Affective (personal) involvement with text:

Summary:

Teacher: ______________________________

Scoring system originated by L. M. Morrow in "Retelling Stories as a Diagnostic Tool," from Reexamining Reading Diagnosis: New Trends and Procedures, Susan M. Glazer, Lyndon W. Searfoss, and Lance Gentile, eds., copyright 1988, The International Reading Association. Reprinted with permission.

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the strategies in use over time (Anthony et al., p. 9). Furthermore, retellings are assessment embedded in the learning experience. Students can use what they learn from their retellings to become better readers and writers. Figure 5 summarizes the benefits of retellings in contrast to traditional comprehension tests.

FIGURE 5

RETELLINGS VS. COMPREHENSION TESTS

Retelling	**Comprehension Test**
Student organizes format and determines content; can be a conversation	Test or teacher determines content and format; can be a "gentle inquisition"
Involves active construction of meaning	Calls for passive response to questions
Provides evidence of student's reading processes and strategies	Does not indicate processes and strategies known and used
Indicates prior knowledge	Cannot account for prior knowledge
Indicates interest, creative engagement	Does not assess interest, enjoyment
Can be a supported effort, via prompts, collaboration	Demands one-shot, perfected response
Actually improves comprehension	Takes time from real reading and instruction.
Values divergent, creative thinking	Prompts convergent thinking

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Retelling Procedure 2

Name	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12
Jim	2	3	3	3	2	3	3	2	3	3	2	2
Craig	3	3	4	4	3	4	3	4	4	3	3	4
Mario LEP	3	3	4	4	4	4	3	4	4	3	3	4
Luis LEP	2	1	2	2	3	2	1	3	2	2	2	2
Adam	4	4	4	4	4	3	3	3	4	4	4	4
Chuck	3	2	3	3	2	1	1	2	3	3	2	2
Anthony LEP	2	2	2	2	3	2	1	2	2	2	1	2
Bill	3	3	4	4	3	3	2	2	3	3	2	2
Jose LEP	4	2	4	4	3	3	2	2	3	3	4	4
Steve	2	2	1	2	2	3	3	4	2	2	1	1
Bonnie	2	2	1	2	2	1	1	2	1	1	1	1
Bonita LEP	3	4	4	3	3	4	4	4	4	4	4	4
Laura	2	3	3	3	2	3	2	2	2	3	2	2
Rosa LEP	2	2	3	3	3	2	2	3	2	2	2	2
Estella LEP	4	4	4	4	4	4	3	3	4	4	4	4
Katie	2	2	2	2	3	3	3	3	2	2	2	2
Susan	3	3	3	3	3	3	3	3	3	3	2	3
Maria LEP	3	3	3	4	4	4	2	2	4	4	4	4
Daisy LEP	4	4	4	4	4	4	4	3	4	4	4	4
Becky LEP	3	3	3	2	3	2	3	3	2	2	2	2
TOTALS:	56	55	61	62	60	58	49	56	58	57	51	55

Jim

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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[*] Adapted from Pi A. Irwin and Judy N. Mitchell and cited in *Reexamining Reading Diagnosis: New Trends and Procedures*, edited by Susan Mandel Glazer, Lyndon W. Scarfoss, and Lance M. Gentile. Newark, Delaware: International Reading Association, 1988, pp. 128-49.

Craig

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.				X
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.			X	
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Mario
LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.				X
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.				X
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.			X	
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Luis LEP

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	**None**	**Low Degree**	**Moderate Degree**	**High Degree**
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.	X			
3. Includes what is important to remember from the text.		X		
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.		X		
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Adam

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	**None**	**Low Degree**	**Moderate Degree**	**High Degree**
1. Includes information directly stated in text.				X
2. Includes information inferred directly or indirectly from text.				X
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.				X
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.				X
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Chuck

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.	X			
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Jim

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.	X			
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Anthony
LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.		X		
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.		X		
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.	X			
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Retelling Procedure 2*

Bill

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.		X		
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Jose LEP

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.				X
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.		X		
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Steve

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.	X			
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.				X
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.	X			
12. Indicates the reader's control of the mechanics of speaking or writing.	X			

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Bonnie

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.	X			
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.	X			
7. Indicates highly individualistic and creative impressions of or reactions to the text.	X			
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).	X			
10. Indicates reader's ability to organize or compose the retelling.	X			
11. Demonstrates the reader's sense of audience or purpose.	X			
12. Indicates the reader's control of the mechanics of speaking or writing.	X			

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Bonita
LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.				X
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7. Indicates highly individualistic and creative impressions of or reactions to the text.				X
8. Indicates the reader's affective involvement with the text.				X
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.				X
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Laura

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.		X		
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.		X		
8. Indicates the reader's affective involvement with the text.		X		
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Rosa LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.		X		
7. Indicates highly individualistic and creative impressions of or reactions to the text.		X		
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Katie

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.		X		
2. Includes information inferred directly or indirectly from text.		X		
3. Includes what is important to remember from the text.		X		
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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Retelling Procedure 2*

Susan

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.			X	
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.			X	
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).			X	
10. Indicates reader's ability to organize or compose the retelling.			X	
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.			X	

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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* Adapted from P. A. Irwin and Judy N. Mitchell and cited in *Reexamining Reading Diagnosis: New Trends and Procedures*, edited by Susan Mandel Glazer, Lyndon W. Scarfoss, and Lance M. Gentile. Newark, Delaware: International Reading Association, 1988, pp. 128-49.

Maria
LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.				X
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.				X
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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* Adapted from Pi A. Irwin and Judy N. Mitchell and cited in *Reexamining Reading Diagnosis: New Trends and Procedures*, edited by Susan Mandel Glazer, Lyndon W. Scarfoss, and Lance M. Gentile. Newark, Delaware: International Reading Association, 1988, pp. 128-49.

Daisy
LEP

Retelling Procedure 2[*]

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.				X
2. Includes information inferred directly or indirectly from text.				X
3. Includes what is important to remember from the text.				X
4. Provides relevant content and concepts.				X
5. Indicates reader's attempt to connect background knowledge to text information.				X
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				X
7. Indicates highly individualistic and creative impressions of or reactions to the text.				X
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				X
10. Indicates reader's ability to organize or compose the retelling.				X
11. Demonstrates the reader's sense of audience or purpose.				X
12. Indicates the reader's control of the mechanics of speaking or writing.				X

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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[*] Adapted from Pi A. Irwin and Judy N. Mitchell and cited in *Reexamining Reading Diagnosis: New Trends and Procedures*, edited by Susan Mandel Glazer, Lyndon W. Scarfoss, and Lance M. Gentile. Newark, Delaware: International Reading Association, 1988, pp. 128-49.

Becky
LEP

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.			X	
2. Includes information inferred directly or indirectly from text.			X	
3. Includes what is important to remember from the text.			X	
4. Provides relevant content and concepts.		X		
5. Indicates reader's attempt to connect background knowledge to text information.			X	
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.		X		
7. Indicates highly individualistic and creative impressions of or reactions to the text.			X	
8. Indicates the reader's affective involvement with the text.			X	
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).		X		
10. Indicates reader's ability to organize or compose the retelling.		X		
11. Demonstrates the reader's sense of audience or purpose.		X		
12. Indicates the reader's control of the mechanics of speaking or writing.		X		

Interpretation: Items 1-4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 indicate facility with language and language development.

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[*] Adapted from P. A. Irwin and Judy N. Mitchell and cited in *Reexamining Reading Diagnosis: New Trends and Procedures*, edited by Susan Mandel Glazer, Lyndon W. Scarfoss, and Lance M. Gentile. Newark, Delaware: International Reading Association, 1988, pp. 128-49.

Sample Data Organizers

Sample Matrix - A

# of students	Skill Area	Skill Area	Skill Area	Skill Area
1-25th percentile				
25th-50th percentile				
51st-75th percentile				
76th-99th percentile				

Sample Matrix - B

	Test Category *Appropriate Benchmark*	Test Category *Appropriate Benchmark*	Test Category *Appropriate Benchmark*	Test Category *Appropriate Benchmark*
% Not Meeting				
% Meeting				
% Exceeding				

Sample Matrix - C

Students	Skills/Attributes										

Sample Instructional Strategies

Sample Instructional Strategies

What follows are summaries of selected instructional strategies. These are only a sample and are intended to stimulate thought about different approaches that may be appropriate when considering the needs of students, their learning styles, special characteristics, and goals. Although they are grouped under specific headings, the strategies may be overlapped. You may already use many of these instructional strategies under different names or no name at all. Teams will benefit from investigating and discussing these strategies with specific students in mind.

Direct Instruction

Often the most employed instructional strategy, this approach has the teacher present new material while checking for understanding. Guided practice is given, as well as assistance for individual students. New material may be introduced effectively in this manner. Often followed by repetition and independent practice. Direct instruction is highly dependent upon the teacher's ability to motivate students and maintain their involvement in the material being presented.

Inquiry

This strategy encourages the investigation of problems or situations. Students are encouraged to apply a range of problem solving and thinking techniques. Students learn to build and test theories to solve problems in a variety of curriculum content areas. Students discuss the procedures used to formulate hypotheses and how those hypotheses were tested. The teacher interacts with students to work toward the solution of difficult problems using a variety of resources. Most conversation is generated by students, with the teacher acting in the role of facilitator.

Brainstorming

Through this strategy, students are asked to explore the possible explanations or solutions to a question, problem, situation, or set of challenges. Thinking around the problem is encouraged through what is known as lateral thinking. The teacher's responsibility is to set up an environment that allows students to think and create freely and safely. Ideas or thoughts are listed without evaluation or judgement. All options are accepted whether or not a direct application can be immediately identified. The teacher is responsible for monitoring the accuracy of the notetaker.

Concept Attainment

Here students learn to develop concepts by identifying categories and critical attributes. The teacher gives positive and negative examples of the unstated concept. The students develop and identify an hypothesis, state and test the hypothesis, and then state and test the concept. The class then goes through a debriefing to analyze their own thinking processes. This strategy may be used in a shortened form as a motivational piece to introduce. The more complex the concept, the longer the strategy and debriefing.

Written Language

Written language is based on a process developed through the California Writing Project Model. The model views writing as a circular process, beginning with pre-writing and continuing through pre-composing writing, sharing, revising, editing, rewriting, evaluating and final composition. Key to this approach is the guidance of the teachers, which helps students see and understand the process from first ideas to final product. This strategy focuses on refining pieces of writing and therefore may take a longer period of time to completion of a written piece. It is also important to note that the process need not be strictly sequential in order to produce well-written final products.

Total Physical Response – TPR

This strategy is often used with limited-English-proficient students. The understanding of spoken language is aided through the use of body movements. When the student is able to match the body movements with the spoken language, uninterrupted communication is encouraged. Important to this approach is the concept that students will speak when ready and gain greater retention of the oral language.

Cooperative Learning

With this strategy, teachers are able to work with students by forming effective, productive groups. This strategy may be used at all levels and in all content areas. The aim within these groups is to have students realize that cooperatively they can meet goals, as a group and as individuals. There are certain guiding principles to cooperative learning which help assure success of the group. These include autonomy, positive acquisition, social skills building, distribution of leadership, and heterogeneous regard.

Group Discussion

This strategy allows the teaching of concepts and clarification of information. Through group discussion, students develop interpersonal skills, while benefiting from opportunities to express their own views, hear the views of others in the group, form group consensus and solidify individual opinions. In generating consensus, members share ideas and learn to support group decisions. In strengthening individual ideas, students are able to gain support through feedback and group discussion.

Synectics

With this strategy, students compare similarities and differences between topics using analogy and metaphor. This process is designed to help student to be creative thinkers, looking at items from an unusual or peculiar perspective. Students are encouraged to use simple comparison (direct analogy), "becoming the thing" (personal analogy) or compressed conflict (symbolic analogy) to aid in creative problem solving.

Math Problem Solving

Using this approach, students are taught to think about possible strategies for problem solving. The teacher demonstrates how to approach a variety of challenging math problems. These may include problems requiring calculation, written explanation, oral explanation, or symbolic representations. Importantly, students are encouraged to look at the approach for solving these problems, instead of focusing solely on the correct mathematical result. Key components include clarification, planning, implementing the plan, and reviewing the results

Modeling

Building on the abilities of students to learn from observing the behaviors and applications of others, this strategy allows the teacher to demonstrate skills important to the learning activity. Teachers may demonstrate a performance and structure student performance to precisely emulate what was demonstrated, or allow students to adapt portions of the learned performance as best suits their needs. It is important that teachers demonstrate skills accurately and consistently. Refinement of desired skills can be accomplished through coaching over many activities.

Conferencing with Students

In order to allow students to take an active role in their education, opportunities for discussion, review and feedback can be offered using this approach. The teacher assumes initial responsibility to structure meetings with students. Structure should include topic, targets, achievement strategies, timelines and indicators of success. The sessions provide a framework to help students plan independently for their own success. Eventually, students assume responsibility for conferences, providing the scheduling and agenda that were previously teacher driven. Students may also schedule conferences to report progress to peers, teachers or parents.

Appendix

Hillsboro School District 1J
Language Arts Content Goals
FIFTH GRADE

Reading

Decoding/Accuracy
- Continue to read accurately by using phonics, language structure, and visual cues.

Fluency
- Read orally with natural phrasing, expressive interpretation, flow, and pace, recognizing punctuation, using phonetic and grammatical structures to self-correct.

Word Meaning

Determine meanings of words using contextual and structural clues, illustrations, and other reading strategies.
- Use context clues to choose the correct meaning for identified words in the reading passage.
- Use knowledge of commonly used prefixes and suffixes to help define words in context.
- Use knowledge of contractions and possessives to help determine the meaning of words in the passage.
- Increase word knowledge through systematic vocabulary development

Locate Information

Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.
- Use tables of contents and indexes to locate specific information.
- Use information in illustrations, graphs, charts, diagrams, and tables to help understand a reading passage.
- Use a glossary to locate words to help clarify meaning.
- Use headings to locate where needed information is likely to be found.

Literal Comprehension

Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.
- The order of events or a specific event from a sequence of events.
- A statement or sentence that best indicates the main idea of the selection.
- * Directly stated facts, e.g., actions or events; directions for an experiment or problem solving exercise; information from charts/graphs; names of characters, places, or things in the selection; special circumstances relevant to the story.
- * Directly stated opinions.
- * Details such as key words, phrases, or sentences that explicitly state important characteristics, circumstances, or similarities and differences in characters, times, or places.

Inferential Comprehension

Identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material.
- * Identify implicit relationships, such as cause and effect, sequence, time relationships, comparisons, classifications, and generalizations.
- * Predict future outcomes or actions.
- Infer an author's unstated intention(s) or meaning by drawing conclusions from images, patterns, or symbols in the text.

		Literal					Inferential		
		1	2	3			4	5	
	AC	–	+	✓	3		✓	–	2
	AG	+	+	+	4		+	✓	3
ESL	AL	+	–	+	3		–	–	2
	AM	+	+	+	4		✓	–	2
	AV	–	✓	✓	3		✓	–	2
ESL	BB	✓	✓	✓	3		+	✓	3
	CG	+	–	+	3		✓	✓	3
	CK	✓	+	+	4		✓	–	2
	CM	+	+	+	4		✓	+	3
	CP	–	✓	–	2		✓	+	3
	JE	✓	+	+	4		+	✓	3
	KA	–	–	✓	2		✓	✓	3
	KF	✓	–	–	2		–	–	1
	KM	–	–	–	1		–	–	1
	KV	+	✓	✓	3		+	+	4
	MH	+	–	+	3		✓	–	2
	MM	+	✓	✓	3		–	+	3
	MO	✓	✓	✓	3		–	✓	2
ESL	OV	✓	–	–	2		–	–	2
	SK	+	+	+	4		+	–	3
	TS	✓	–	–	2		–	–	1
	TT	+	+	+	5		+	+	5
		+10	+8	+10	5 - 1		+6	+5	5 – 1
		✓7	✓6	✓6	4 – 6		✓9	✓6	4 – 1
		- 4	- 7	- 5	3 – 9		- 6	- 10	3 – 9
					2 – 4				2 – 8
					1 – 1				1 – 2

Average 3

Average 2.5

October 12

A lush green island was there in the morning, and our three ships approached it carefully, maneuvering through breakers and a threatening barrier reef. We could see clear down to the reef in the sparkling blue waters as we sailed through. And, ah, it is truly land, truly earth, here so far from Spain. The *Santa María* led the way into the sheltered bay of the island and got a mark of only five fathoms' depth. We anchored there and barely paused to admire the breathtaking beauty. Small boats were prepared, armed, and lowered, and in these some of us went ashore. Out of respect, all waited while Christopher Columbus leaped out of the boat, his feet the first to touch this new land. (I wondered what my mother would say if she knew her son had lost the 10,000 maravedis to the Captain, who claimed it for himself.)

The Captain carried the royal banner of our king and queen, and as everyone else scrambled out of the boats and secured them in the white sand, he thrust the banner into the earth and then sank down to his knees and said a prayer of thanksgiving for our safe arrival in India. Others dropped to their knees around him. Diego was beside me, and he clapped his hand on my shoulder. I knew he was happy to be on land again. I was, too, although I have been at sea so long that even on land the ground seems to buckle and sway beneath my feet.

The Captain made a solemn ceremony and formally took possession of the land for the king and queen, naming it San Salvador. We all witnessed this, and then little by little we noticed something else—there were people stepping out from the trees, beautiful, strong, naked people, with tanned skin and straight black hair. My mother would have lowered her eyes or looked away, as I have seen her do in our home when someone dresses, but I could not take my eyes off them. Some had boldly painted their bodies or their faces, some only their eyes, some their noses. They were so beautiful and gentle. They walked towards us slowly but without fear, smiling and reaching out their hands.

The sailors watched them in wonder, and when these people came near, the crew gave them coins, little red caps, whatever they had in their pockets. Columbus himself showed one native his sword, and the native, never having seen such an instrument before, slid his fingers along the sharp edge and looked startled at his fingers that dripped blood into the sand.

Everyone was smiling and so friendly. Close up, we could see how clear and gentle their eyes were, how broad and unusual their foreheads. The Captain especially noted and said to one of his men, "See the gold in that one's nose? See how docile they are? They will be easy. We will take six back with us to Spain."

I think at this, too, my mother would have lowered her eyes.

October 16

So much has happened. There is so much to remember and record, and so much I do not think I want to tell my mother. Perhaps I will keep these letters to myself after all. The natives think that we are angels from God. They swim out to us, wave, throw themselves in the sand, hold their hands and faces to the sky, and sing and call to us. The crew loves it, and no one loves it better than Columbus. He lifts his open palms to them like a priest at mass. I sometimes wonder if he doesn't believe these natives himself just a little bit.

They come right out to the ship in swift dugouts that sit forty men, and sometimes as they approach us the dugout tips, but in minutes they right it and begin bailing it out with hollow gourds. All day long the Indians row out to see us, bringing gifts of cotton thread, shell-tipped spears, and even brightly colored parrots that sit on our shoulders and cry out in human voices. For their trouble we give them more worthless beads, bells, and tastes of honey, which they marvel at.

The six native men Columbus has taken aboard are not very happy. One by one they are escaping, which I cannot help but say I am happy for. One jumped overboard and swam away, and another jumped overboard when a dugout came up alongside us in the darkness. Some of the crew seized another man coming alongside in a dugout and forced him on board. Columbus tried to convince him of our good intentions through sign language and broken words and more gifts of glass beads and junk, and the man rowed back to some people on the shore. They stood talking to each other and pointing at our ship. Columbus smiled and was convinced they know we are from God. Me, I am not so sure they will believe it for much longer.

From *Pedro's Journal* by Pam Conrad. Copyright 1991 by Pam Conrad. Published by Boyds Mills Press. Reprinted by permission

BEST COPY AVAILABLE

Name: MO

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *They leaped out of the ship onto the sand*

2. What information does Pedro provide about the land of San Salvador?

✓ *nice beautiful and a lot of trees*

3. What information does Pedro provide about the people of San Salvador?

✓ *strong, naked, people, tanned and faces painted*

②

✓ 4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

–

COLUMBUS	PEDRO
Was encouraged by… *Seeing land and natives*	Was discouraged by… *Seeing the natives and a lot of water and his men*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *No too much water for two months and his mom*

Name:CM

④

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *I know that Columbus and his crew were happy to land because Pedro wrote that Clumbus nelt down and thank God that they had reached India*

2. What information does Pedro provide about the land of San Salvador?

+ *Pedro wrote that the land was warm, suny and not all buatiful.*

3. What information does Pedro provide about the people of San Salvador?

+ *Pedro said on Page 97 that the people were beautiful, strong, taned skin and had sraight black hair.*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

–

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
smily natives goled indenes are docile.	*The crew was mean to Inedaneds He does not think the people will be live clombas mock more*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+ *No I don't think he would because he had to leve his mom/famle*

Name:AM

4

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *I think Columbus was happy to be on land because he nelt and sayed a prayer of Thanksgiving for their safe arrival in India.*

2. What information does Pedro provide about the land of San Salvador?

+ *They could see cleer down to the reef in the sparkling blue waters, with white sand.*

3. What information does Pedro provide about the people of San Salvador?

+ *They were beautiful, strong, naked people with tanned skin and straight black hair*

2

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by… *getting more land and pleasing the king and queen.*	Was discouraged by… *lousing 10,000 maravedis to the Captain, who clamed it for himself.*

✓

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

— *Yes because If he impressed the king and queen he could think he can do it again.*

Name: SK

④

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *I know Columbus and his crew are happy to be on land because they get on their hands and knees and bowing and praying.*

2. What information does Pedro provide about the land of San Salvador?

+ *Pedro provides that the land of San Salvador is a beatful place with white sand, big trees and warm weather.*

3. What information does Pedro provide about the people of San Salvador?

+ *Pedro provides that the people of San Salvador are extremely tan they have long, thick, black straight hair no clothes, and they have boldly body paint on themselves.*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
1. San Salvador people bowing to him and his crew	*1. Taking six San Salvador people*
2. Seeing land	*2. lost $10,000 to Columbus*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Yes, I do think Pedro would be eager to go on more voyages with Columbus because with Columbus one would always have a great time because Columbus always will go to the extreme.*

Name: BB

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *I think Columbus and his crew were happy to land when the people that had paint on their body and they thought that Columbus and the other people were angels.*

2. What information does Pedro provide about the land of San Salvador?

✓ *I think the information that Pedro provide about the land of San Salvador is that people were coming from the palms.*

3. What information does Pedro provide about the people of San Salvador?

✓ *The information about the people of San Salvador is that they had no clothes, but they had paint in their bodies.*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
When he found land	*People not traiding good.*
when he saw the people they made friends.	*People without clothes.*
He went looking for India.	*He didn't was the first to find land.*
	He went away from his mom.

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *I think Pedro would be happy to go to more voyages so that he can find something for his mom, but I think that Pedro might stay in his house because he might be sad because he didn't was the first one to saw land.*

Name: AC

3

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

– *because I say clubus was happy to Land on land again and get 10,000 Millon bucks. and name the Land after his queen and king*

2. What information does Pedro provide about the land of San Salvador?

+ *Tropical, warm climete and clear blue waters that is refeshing*

3. What information does Pedro provide about the people of San Salvador?

✓ *The are frendly paint There selve There mostly nacked. And are rich.*

2

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by… *The ideins bring caper coins like gold and saw how hansom they where and how Kind they where.*	Was discouraged by… *he does not want to tell his mother because he wrote so much and he wants to keep theses Letters to himself*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *yes becuse he had the hole arportunity to stay by clumbus side and if he went on others and wrote there jornuels he would be eagert to go on alot*

Name: TT

⑤

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *In the book it says, "everyone else scrambled out of the boats." The word "scrambled" tells you that they are very excited. It also says that Diego , he was beside him, "clasped his hand on my shoulder.*

2. What information does Pedro provide about the land of San Salvador?

+ *He says the island is lush and green. It is a warm place. It has palm trees and lots of bushes. The water is clear blue.*

3. What information does Pedro provide about the people of San Salvador?

+ *He says that they are beautiful, strong, tanned, straight black hair, gentle, docile and wonderous. They belive that the crew is from God.*

⑤

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by… *How the Taino people reacted when they saw the crew. The supplies they got from the Tainos' Columbus being the first to see land and getting to keep the 10,000 maravel's.*	Was discouraged by… *Columbus wanting to take a few of the Taino people. Not getting the 10,000 maravels. Columbus being so excited, or happy about the Tainos' thinking they are from God.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+ *No, I don't think Pedro would want to go on another voyage. I think so because he was definatly happy to reach land, whether it was home, or somewhere new. I could tell he wasn't to happy about his captain either. I can tell he didn't like what Columbus was doing either, by trying to capture the Tainos or being so happy about the natives thinking they are from God.*

Name: MH

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *Because when they got their they all droped down too their knees and said a prayer of thanksgiving for arriving safe. And also the captain makes a answer.*

2. What information does Pedro provide about the land of San Salvador?

– *He porvides what it looks like and whos on it he tells what they water looked like when the first aproched.*

3. What information does Pedro provide about the people of San Salvador?

+ *That there are people with buitfull bodys and hair and they where strong and nacked.*

②

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
being happy and going on to finde land	*if he found lands that he would have the 10,000 dollars so he could get every thin he wants and to share the land they find*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Yes because he could see more land and meet new people make new frinds and travle.*

Name: AL

3

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *Because when they get there they all get in there kness and start to prey for landing safe in land. And also the captain makes a ceromany.*

2. What information does Pedro provide about the land of San Salvador?

– *He provides what it look like and how the watter look lie when he get's there*

3. What information does Pedro provide about the people of San Salvador?

+ *That there are people that are beatiful and with tann skin. And that they are also strong and naked people with no clothes on and Black hair. Some of them have painted themselves.*

2

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by... *bieng happy and by going on to find that land well the first person Who finds land well be given 10,000 martavedis*	Was discouraged by... *The look and the saddness to see those people naked.*

–

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Yes! Because he enjoyed it and because he looks like whanting to know more about land.*

Name: MM

④

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Because Columbus neald to the ground and prayd.*

2. What information does Pedro provide about the land of San Salvador?

✓ *Pedro providies <Discribed> about the land that it had clear blue waters, warm climate.*

3. What information does Pedro provide about the people of San Salvador?

✓ *That they were amazed that they never seen such gagets.*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by… *Seing the people of the land.*	Was discouraged by… *going in the water*

–

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+ *I think pedro doesn't want to go on any more because he missed land to much.*

Name: OV

④

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Well I thouth that they were happy of land because they found it. and also because they found other people well I just thouth that because I be happy for land*

2. What information does Pedro provide about the land of San Salvador?

— *The infomration that pedro provide about San Salvador is he help Columpus find San Salvador and also they found people in San Salvador*

3. What information does Pedro provide about the people of San Salvador?

✓ *The information that Pedro provide about the people in San Salvador is there takeing six people to were calampunz came from*

②

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

	COLUMBUS	PEDRO
	Was encouraged by…	Was discouraged by…
—	*Finding Land and winning 10,000 for finding 1 and and I think he was also encouraged for Finding people on the land That Columbus and he crew found.*	*Not doing brately eney thing or helping Columus find Land and finding the people*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

— *Well…I Think that Pedro will go on annother voyages because he like when they found land and the people and won the 10,000 dollars they won for finding that island and called San Salvador.*

Name: AV

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

– *Columbus new his crew was happy when the landed because the people there had there bodys painted, and had black hair they were painted on their face's or just their eye's.*

2. What information does Pedro provide about the land of San Salvador?

✓ *Pedro think it look like a lush green island and very beautiful he thinks land is truly earth.*

3. What information does Pedro provide about the people of San Salvador?

✓ *Pedro descibs the people very nice and their nice black hair and their nicely painted faces.*

②

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
Land *People* *gold* *Suplies* *gifts* *Angel*	*Columbus is trying to take nativs. They cept jumping out of the boat..*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *Yes because he liked what he saw and the people there were nice and he liked that experience.*

Name: KF

2

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Columbus and his crew. Cloumbus was the frist to touch this new land.*

2. What information does Pedro provide about the land of San Salvador?

— *Pedro say that there are six native men Cloumbus has took aborad.*

3. What information does Pedro provide about the people of San Salvador?

— *Pedro tell when they go through another land.*

1

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by… *Columbus escaping*	Was discouraged by… *the crew*

—

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

— *No because Pedro sound like he like it.*

Name: TS

②

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Because they wanted to Decover the island and Because they jumped OUT almost Right when They landed.*

2. What information does Pedro provide about the land of San Salvador?

— *He tells you That he was a caban Boy and gives you Detell.*

3. What information does Pedro provide about the people of San Salvador?

— *He said that columbas said they would be given 10,000 allers and sees the land on October 11 1492.*

①

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
— *Captain Columbus*	*Not shure.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

— *I think he should because he tells you more Detail so yah he should.*

Name: KA

②

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

– *I think they were happy to land because the had thought they would get spices and stuff*

2. What information does Pedro provide about the land of San Salvador?

– *That thare people that look like people from india so he says the place dose not look li this in the picturse*

3. What information does Pedro provide about the people of San Salvador?

✓ *He says they have tand sikin and are vary cerise about thare stuff*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
land	*Storms*
people	*Short food*
cuiosty	*Shipreck*
Gold	*monsters*
spices	
his crew	

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *yes because he now knows what the sea is like even if thare are a lot of dangers*

Name: KV

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *They got off the boats and fell to their knees and thanked God for landing on solid ground.*

2. What information does Pedro provide about the land of San Salvador?

✓ *There are Natives and there are beaches.*

3. What information does Pedro provide about the people of San Salvador?

✓ *That they like honey and they think they're from God and that they like worthless beads.*

④

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by… *He didn't fall off the world and when he found land and found valuable stuff on North America.*	Was discouraged by… *When the natives were captured and when they didn't see land for a long time.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+ *No because he saw his own people take native Americans away from there friends and family.*

Name: CG

③

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *I think Colubus and his crew were happy to land because he got on his knees and said thanksgiving for our Safe arrival. Its say diego was happy to be on land*

2. What information does Pedro provide about the land of San Salvador?

– *we witnessed this land to be San Salvador cause it showed he new little and little more things were coming out from behind the tree.*

3. What information does Pedro provide about the people of San Salvador?

+ *That they are neked and coming out from behind the trees and coming towards them very slowly and he said they seemed nice cause the were smiling.*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by… ✓ *Finding land and seeing that it was india and being very happy that he found it on the eleventh of october*	Was discouraged by… *not getting 10,000 mavols things that the captain said he would give to him*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *Yes because I think he now about land and would probably like to write another exciting Journal that our class can read and I think he would like to go*

Name: KM

1

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

   Not to fall of the edge of the world

2. What information does Pedro provide about the land of San Salvador?

   Pedro provids information that there was a lot of Land and Spices

3. What information does Pedro provide about the people of San Salvador?

   he wants them to come Home with him to Spain.

1

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
finding the land	*the people did not Go.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

   yes because he would like to get money

Name: JE

④

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *Because it says that the native men weren't happy, but probablie his crew were happy to land because they were not very happy on the ship because Christopher Columbus was the caption and they probablie got bossed around all the time. I think Columbus was happy to come to land because he found native people their.*

2. What information does Pedro provide about the land of San Salvador?

+ *there is a lot of clear blue water, lots of trees, warm water and a lot of native men and woman. the native people probablie like their climat because they jumped off the ship when they got put ON*

3. What information does Pedro provide about the people of San Salvador?

+ *They all were hidden behind trees then they came out naked they have long black hair. Pedros mother would close her eye's and look down but Pedro thought the girls were so beautiful he had to look at them*

②

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by…	Was discouraged by…
coming to land because he found indian native people their and he wanted to take some with him so that he can show people back at home.	*Having Christopher Columbus take some of the native people and just threw them on the ship like they were some kind of animals but they jumped off and Pedro*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *yes because he got to see stuff that he wouldn't see at home and experience that native people are not bad they are so beautiful he couldn't take his eyes off of the so called beautiful woman. I would like to go because it looks like it would be exciting to be on the ship with Christopher Columbus.*

Name: CP

②

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

– *Because in the story when thay landid thay thought thay where in India Christpher Clumbus thought he found a Knew roght to India. And he will go down in history.*

2. What information does Pedro provide about the land of San Salvador?

✓ *Pedro describs San Salvadoras a pece full Place and Puts a lot of detal into it*

3. What information does Pedro provide about the people of San Salvador?

– *Pedro decribs the new peopol whith rather good discripson*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

COLUMBUS	PEDRO
Was encouraged by… *Columbus was encuraged by triying to find a new rote to India where He landid he though he was on India.*	Was discouraged by… *Pedro was discouraged by the Indians Because thay though the wer angals of god And Pedro was afrad that they would not think that for long*

✓

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

+ *I think Pedro would not like to go on exploration agen of what hapend whith Christpher Columbus voge. Becase he probbley would not whant to see the see for awinll. And so he can speend some time whith his mother befor she dies.*

Name: AG

④

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

+ *I know Columbus and his crew were happy to land because Columbus leaped out of the boat.*

2. What information does Pedro provide about the land of San Salvador?

+ *The captain made a solem ceremony and formally took possession of the land for the King and Queen naming it San Salvador. It was a lush green Island with sparkling blue water.*

3. What information does Pedro provide about the people of San Salvador?

+ *Beautiful strong naked people were stepping out of trees. They had tanned skin and straight black hair.*

③

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

+

COLUMBUS	PEDRO
Was encouraged by… *When he saw the people. He was encouraged to find out more about them.*	Was discouraged by… *It discourages Pedro when he finds out Columbus was going to enslave six men.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

✓ *I think Pedro would like to go on more voyages of exploration. But I think he would want to stay at least a year in San Salvador to explore first. I think he would like to explore because he would want to see all diferent kinds of people and places. He sounds like an adventurous person.*

Name: CK

4

Pedro's Journal

Directions: Read the excerpt from and then answer the questions. Please use complete sentences.

1. How do you know Columbus and his crew were happy to land?

✓ *They were happy to see land by seeing two pepol and faling on ther knes and giving food and junk and old cloths some nekleses. and they fond American and could live ther and start a new land.*

2. What information does Pedro provide about the land of San Salvador?

+ *He talks aboat the whithe sand and tale trees and blue water and how the Sand buckels around ther Knees. They wer happy to see land.*

3. What information does Pedro provide about the people of San Salvador?

+ *Pepol with no cloths and with paint on and gentel bodes. They had tan Skihen: Some with Paint on ther noses and Some With Pant on ther bodeys.*

2

4. Complete the T chart below. Compare and contrast Columbus's view with Pedro's view.

✓

COLUMBUS	PEDRO
Was encouraged by… *I think Columbus must fel he found new land and that he is happy. he probele thinks he can find gold ther. He wants to be abel to live ther.*	Was discouraged by… *I think PEDRo was discouraged by not finding new land and not being abel to tel his mom. Pedro thinks he can take pepol bake to Spian. he wants to tell his mom about the pepel.*

5. Do you think Pedro would be eager to go on more voyages of exploration after this experience? Why or why not?

– *I think he would becuas he wants to find new land and new pepol and gold So he could get rich. I also think no becas he mite not find hew land or new pepol or gold.*

HILLSBORO SCHOOL DISTRICT 1J

PROGRESS REPORT

Primary – Grades 1-3

Hillsboro, Oregon

Name:______________________________

Grade Level:_____ **School Year:**_______

Teacher:____________________________

School:_____________________________

ATTENDANCE	1st	2nd	3rd	4th
Number of Days **Present**				
Number of Days **Absent**				
Number of Days **Tardy**				

ACHIEVEMENT SCORING GUIDE KEY	
6	**Exemplary** - Shows exceptional application consistently
5	**Advanced** - Exceeds the standard
4	**Proficient** - Shows the standard as expected at grade level
3☆	**Meets** - Shows standard in writing and speaking as expected at grade level
3	**Developing** - Application of content and/or skills
2	**Emerging** - Shows some application of content and/or skills
1	**Beginning** -Shows little or no application of knowledge or skills
NA	**Content not taught or assessed during this grading period**
NE	**Little or no evidence from student**
M	**Modified instruction - see attached progress report**

EFFORT AND SUCCESSFUL LEARNER KEY	
+	**Consistently Demonstrates**
✓	**Usually Demonstrates**
Ø	**Rarely or Does Not Demonstrate**

CHARACTERISTICS OF A SUCCESSFUL LEARNER	1st	2nd	3rd	4th
Persistent - Stays with a task				
Cooperative - Works and interacts well with others				
Considerate - Sensitive to the feelings of others; gets along with and supports others				
Resourceful - Sorts out problems, seeks help appropriately				
Work Ethic - Demonstrates work habits to complete duties and assignments in a timely manner: ***Daily work***				
Homework				
Responsible - Accepts responsibility for own actions and behavior				
Respectful - Demonstrates respect for self, others, rules, authority and property				
Reflective - Thinks problems through, gives reasons for opinions, self-evaluates				
Attentive - Listens well and follows directions				

READING/LITERATURE	1st	2nd	3rd	4th
Effort				
Reads accurately using decoding strategies, including phonics				
Reads fluently				
Word meaning and context clues				
Applies skills to locate information				
Comprehension				

WRITING – 3☆=MEETS STANDARD	1st	2nd	3rd	4th
Effort				
Modes taught: narrative, expository, persuasive, imaginative				
1. Ideas and content				
2. Organization				
3. Conventions				
Voice, word choice, and sentence fluency are being taught.				
Spelling (4 = proficient)				
Handwriting (legibility) (4 = proficient)				

SPEAKING – 3☆=MEETS STANDARD	1st	2nd	3rd	4th
Effort				
Speaks effectively for a variety of audiences and purposes				

4th Quarter scores denote achievement relative to end-of-year standards.

MATHEMATICS	1st	2nd	3rd	4th
Effort				
Knows basic facts				
Computation				
Application of number theory				
Estimation				
Measurement				
Geometry				
Probability and statistics				
Patterns/algebraic relationships				
Problem solving				

SCIENCE	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts and processes in earth and space, life, and physical science				

SOCIAL SCIENCES	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts and relationships in history, civics, geography, and economics				

HEALTH	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts of safety, diseases, healthy and fit body, informed consumer, and healthy relationships				

ART	1st	2nd	3rd	4th
Effort				

MUSIC	1st	2nd	3rd	4th
Effort				
Understands and applies concepts of music literacy (Gr. 3)				

PHYSICAL EDUCATION	1st	2nd	3rd	4th
Effort				
Sportsmanship/Behavior				

______**Grade for** ________**School Year**

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HILLSBORO SCHOOL
• DISTRICT 1J •

PROGRESS REPORT

Intermediate – Grades 4-6
Hillsboro, Oregon

Name:______________________________

Grade Level:_____ **School Year:**_______

Teacher:______________________________

School:______________________________

ATTENDANCE	1st	2nd	3rd	4th
Number of Days **Present**				
Number of Days **Absent**				
Number of Days **Tardy**				

ACHIEVEMENT SCORING GUIDE KEY	
6	**Exemplary** - Shows exceptional application consistently
5	**Advanced** - Exceeds the standard
4	**Proficient** - Shows the standard as expected at grade level
3	**Developing** - Application of content and/or skills
2	**Emerging** - Shows some application of content and/or skills
1	**Beginning** -Shows little or no application of knowledge or skills
NA	Content not taught or assessed during this grading period
NE	Little or no evidence from student
M	Modified instruction - see attached progress report

EFFORT AND SUCCESSFUL LEARNER KEY	
+	**Consistently Demonstrates**
✓	**Usually Demonstrates**
Ø	**Rarely or Does Not Demonstrate**

CHARACTERISTICS OF A SUCCESSFUL LEARNER	1st	2nd	3rd	4th
Persistent - Stays with a task				
Cooperative - Works and interacts well with others				
Considerate - Sensitive to the feelings of others; gets along with and supports others				
Resourceful - Sorts out problems, seeks help appropriately				
Work Ethic - Demonstrates work habits to complete duties and assignments in a timely manner: ***Daily work***				
Homework				
Responsible - Accepts responsibility for own actions and behavior				
Respectful - Demonstrates respect for self, others, rules, authority and property				
Reflective - Thinks problems through, gives reasons for opinions, self-evaluates				
Attentive - Listens well and follows directions				

READING/LITERATURE	1st	2nd	3rd	4th
Effort				
Reads fluently				
Word meaning and context clues				
Applies skills to locate information				
Comprehension				
Extending understanding				
Text analysis				

WRITING	1st	2nd	3rd	4th
Effort				
Modes taught: narrative, expository, persuasive, imaginative				
• Ideas and content				
• Organization				
• Voice				
• Word choice				
• Sentence fluency				
• Conventions				
Spelling				
Handwriting (legibility)				

SPEAKING	1st	2nd	3rd	4th
Effort				
Speaks effectively for a variety of audiences and purposes				

4th Quarter scores denote achievement relative to end-of-year standards.

_____Grade for _________School Year

MATHEMATICS	1st	2nd	3rd	4th
Effort				
Knows basic facts				
Computation				
Application of number theory				
Estimation				
Measurement				
Geometry				
Probability and statistics				
Patterns/algebraic relationships				
Problem solving				

SCIENCE	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts and processes in earth and space, life, and physical science				

SOCIAL SCIENCES	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts and relationships in history, civics, geography, and economics				

HEALTH	1st	2nd	3rd	4th
Effort				
Units of Study:				
Understands and applies concepts of safety, diseases, healthy and fit body, informed consumer, and healthy relationships				

ART	1st	2nd	3rd	4th
Effort				

MUSIC	1st	2nd	3rd	4th
Effort				
Understands and applies concepts of music literacy				

PHYSICAL EDUCATION	1st	2nd	3rd	4th
Effort				
Sportsmanship/Behavior				
Skill development				

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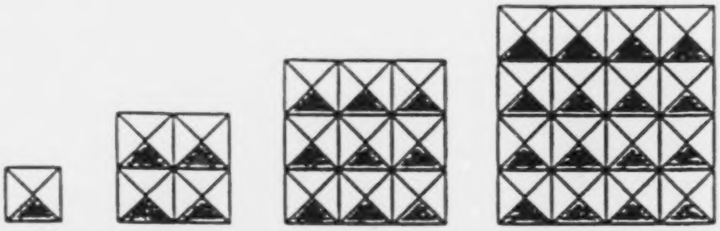
NAME: VA

RATER	P/E/N	CU	PS	C	V
	5	4	5	4	1

How many shaded triangles will be in the 10th arrangement?



This problem is asking me to find out How many shaded triangles are in the 10th arrangement.

First I figured out that each arrangement number times itself exuals how many squares there are. Each square has a triangle. My answer is in the 10th arrangement there will be 100 triangles

$$\begin{array}{r} 10 \\ \times\ 10 \\ \hline 100 \end{array}$$

100 squares = 100 triangles

number	squares	triangles
1	1	1
2	4	4
3	9	9
4	16	16
5	25	25
6	36	36
7	49	49
8	64	64
9	81	81
10	100	100

☆ See me about how to make this a strong 5.

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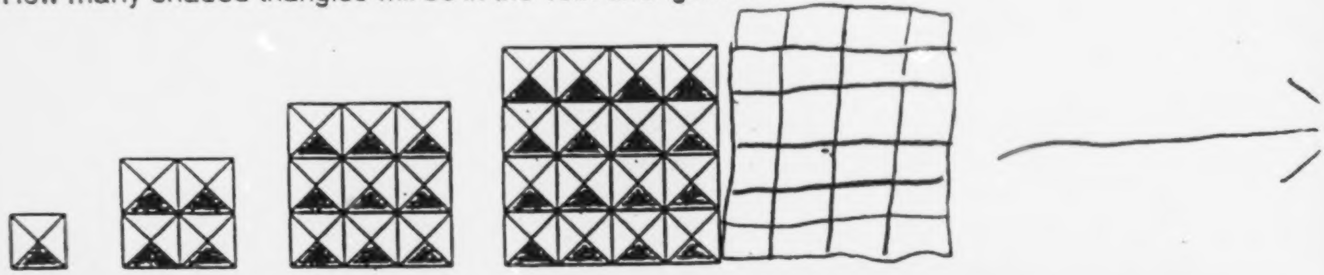
NAME: PA

RATER	P/E/N	CU	PS	C	V
	1	2	2	2	1

How many shaded triangles will be in the 10th arrangement?



This problem is asking me to find how many shaded triangles ther will be in the 10th arrangement.

There will be 57 more shaded triangles.

I got my anser because on the first triangt there is (1) shaded then on the secend sqwar they aded three more triangls to the first one and I did it for the secend one and thed one and then the fourth one and so won and so won and then I got to ten and it was 57.

So my anser is 57

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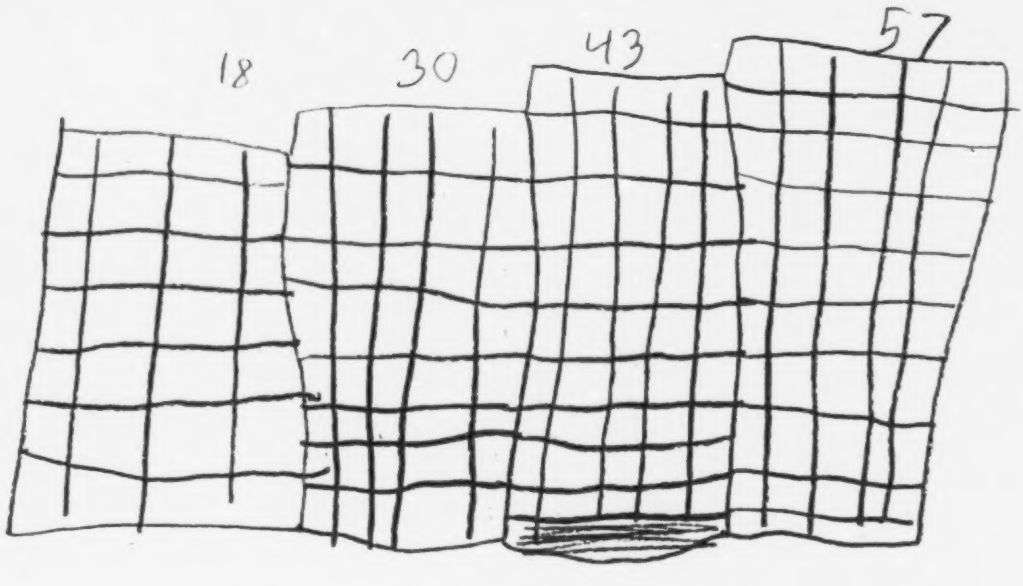
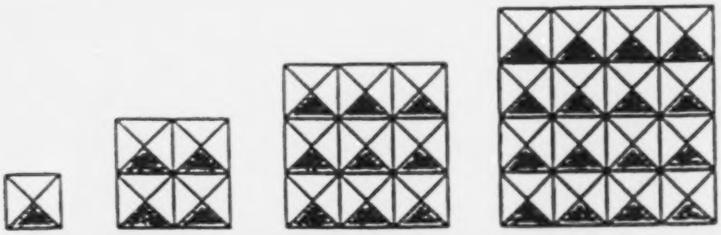
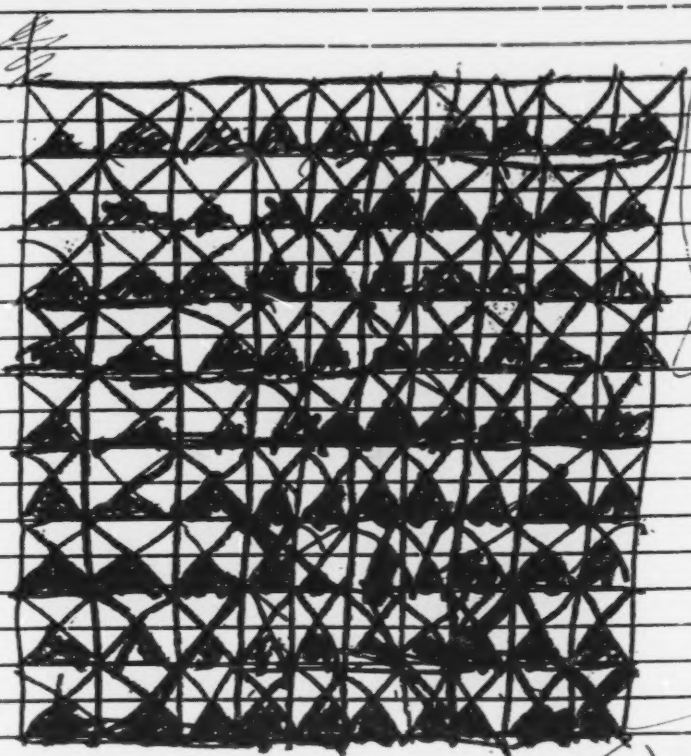

18
30
43
57

NAME: MY

RATER	P/E/N	CU	PS	C	V
	5	4	4	3	2

How many shaded triangles will be in the 10th arrangement?





I got my answer by a 10X10 shiva and my answers is 100 shaded triangles

Answer

Verification

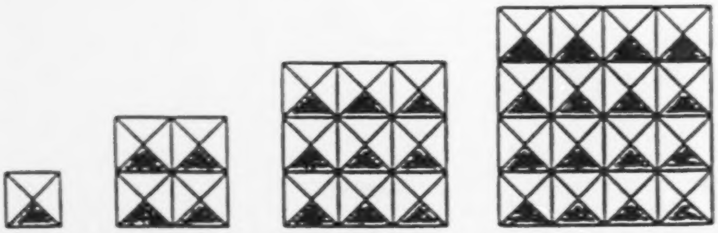
~~10X10=100~~

10X10=100

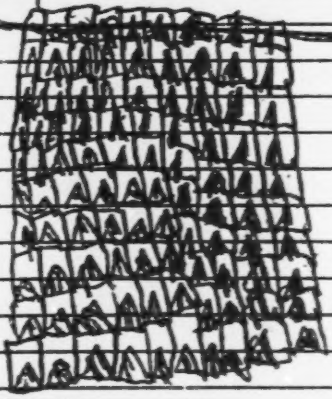
NAME: KU

RATER	P/E/N	CU	PS	C	V
	5	4	3	2	2
	5	4			

How many shaded triangles will be in the 10th arrangement?



This problem is asking me to show how many tryangels will be in the 10th box. I will start by timsing 1x1 and reach my way up to 10x the namber of Shaded tryangels.



My ansew is 100 The way I got my ansew was by mulipling 10x10 and I got my ansew

I dobelchecked my ansew by usiing a Chalkuater and it was writ. I made a boxe buy ading one sqware and every box hade one more squrar eache time.

I am going to mack a chart of my work.

BEST COPY AVAILABLE

442

NAME: GR

RATER	P/E/N	CU	PS	C	V
	1	2	2	3	1

How many shaded triangles will be in the 10th arrangement? The problem

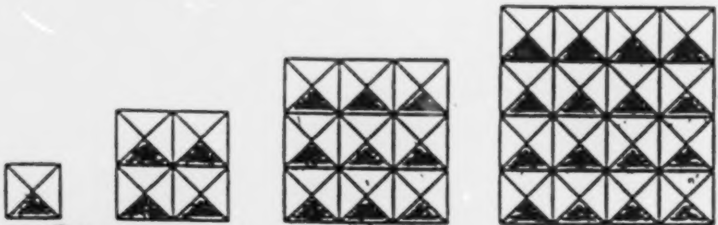


figure out the heit number of Δ would be shaded at number 10

The problme is asking me to

[redacted]

frist in sqare number one the is one trangangle shaded in the second sqare has four shaded in in the third sqare has ninie shaded in the fourth one has sixteen shaded in so it shows that it is couting by 4 fours and sevens so the fith one would be twenty three because it's mostly couting by seven so now the sixth one would be therty so then the next one would be therty seven the if sqare seven was therty seven the next one would be fourty four the egith one would be fifty one the nineth one would be fifty eghit then the last one number ten would be sixty five.

my answer is sixty five because Is couted by seven

Answer

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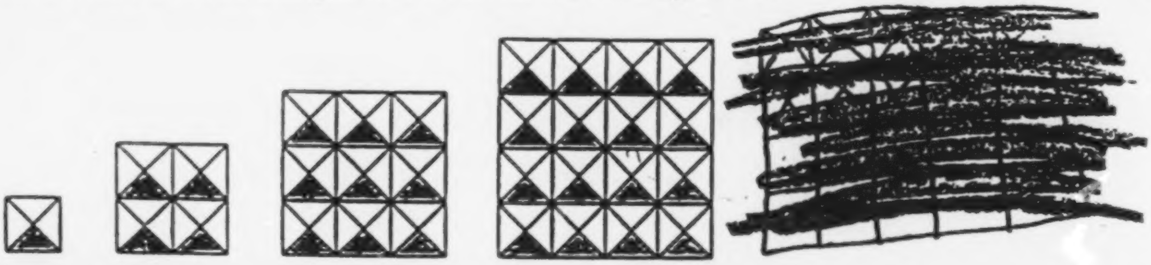
NAME: Vu

RATER	P/E/N	CU	PS	C	V
	PS	4	4	3	1

③
4/17

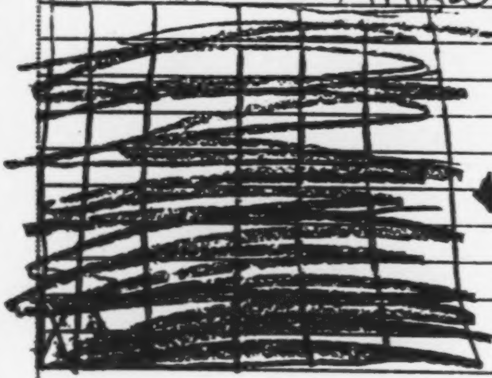
How many shaded triangles will be in the 10th arrangement?



This problem ask us to tell how many shaded triangles will be for the 10th arrangement.

Answer

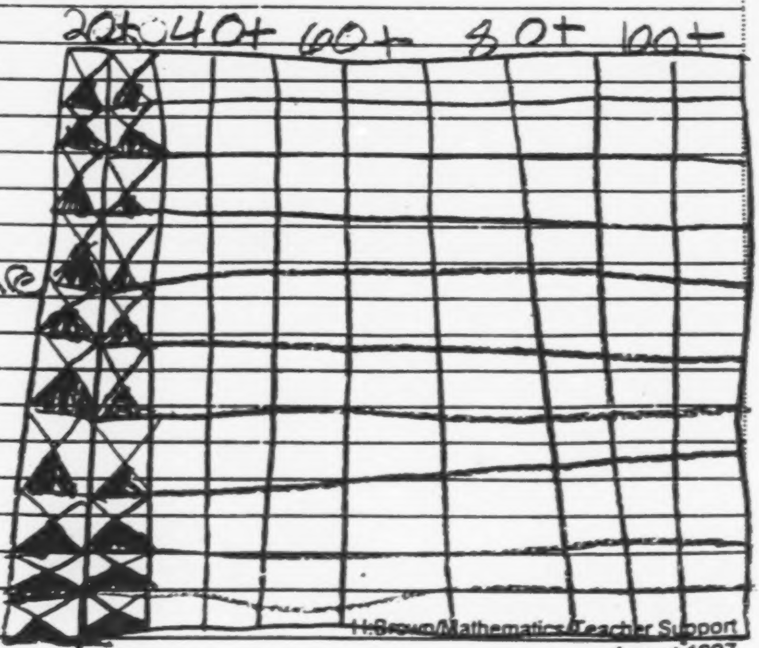
100 triangles



Did not work

20+ 40+ 60+ 80+ 100+

I drawa picture of the 10th arrangement.



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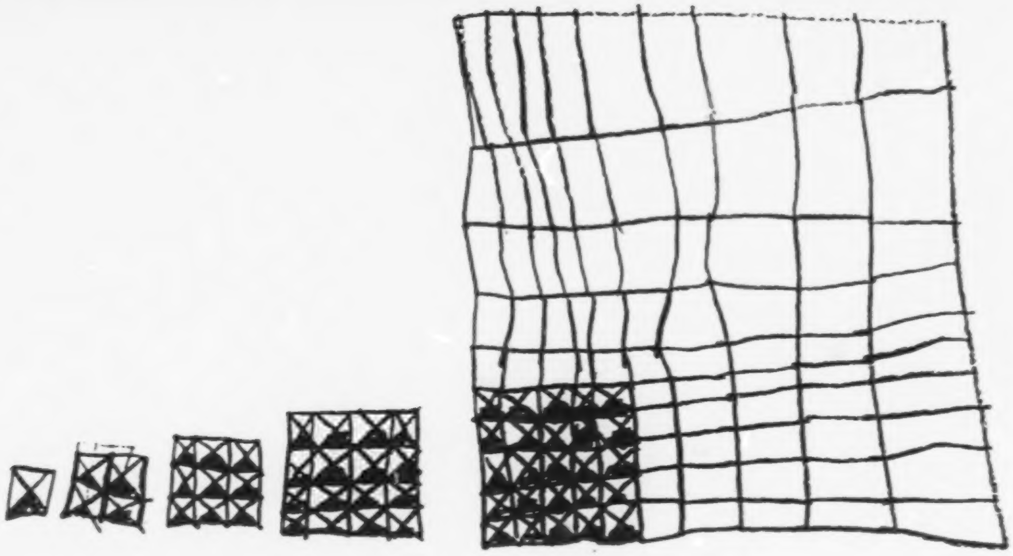
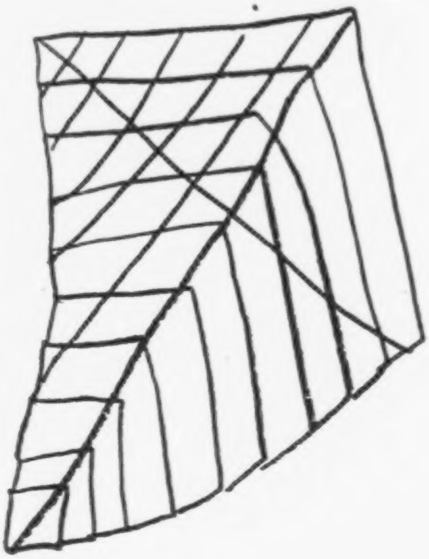
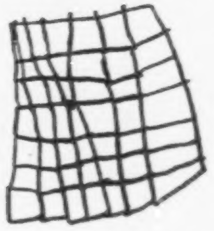
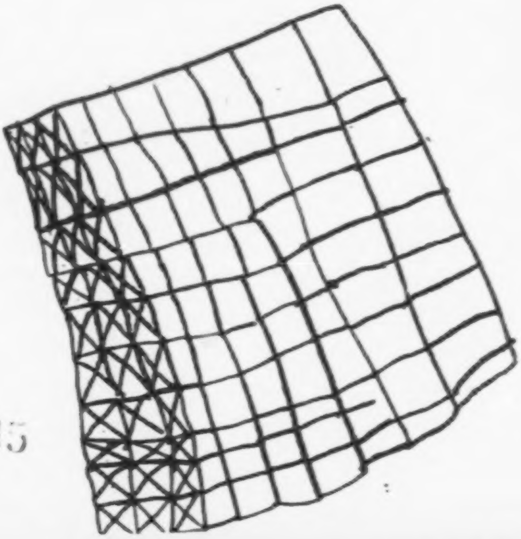




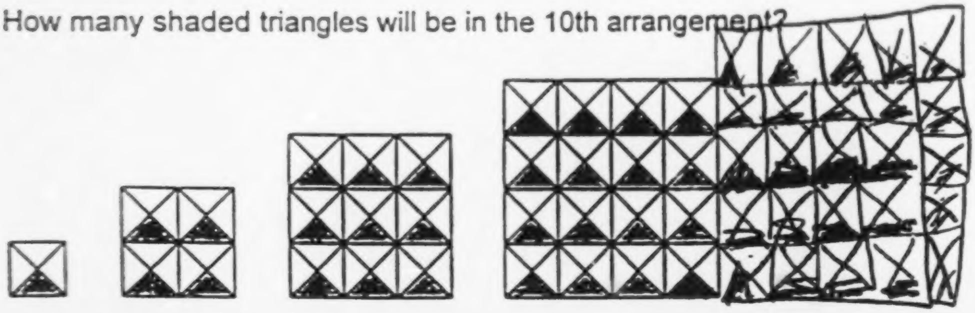




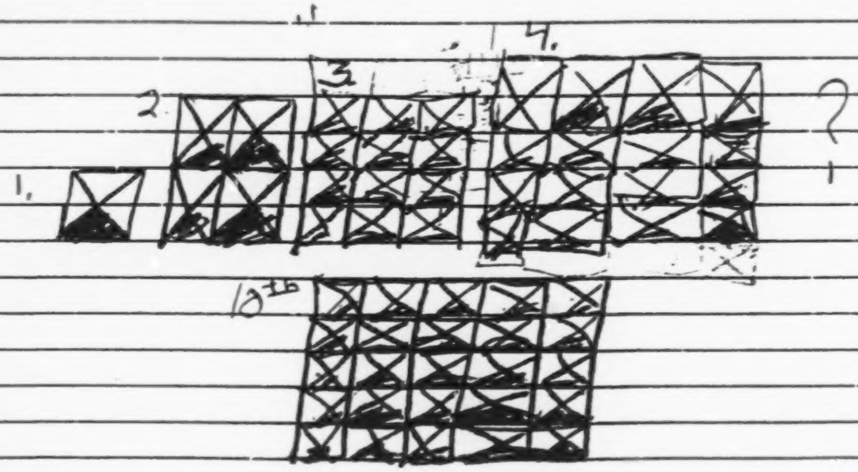
NAME: VR

RATER	P/E/N	CU	PS	C	V
	1	2	2	2	1

How many shaded triangles will be in the 10th arrangement?



In the ten^th^ squar i perdicked it will have 25 triangels
I got my anwer By, if you look at Blakon it just like The staps we did. I got my Anwer squar 1 is 1 squr 2 has 4. if you look at squer 3 it counts by 3's see 3x3=9 that's how many triangels ther are in that Calam. And if you Add them togather you will have to Add 1 rows on that Is how I got my anwer

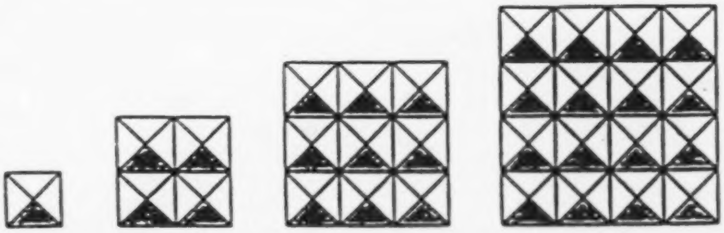


Anwer
25

NAME: BA

RATER	P/E/N	CU	PS	C	V
	5	3	3	3	1

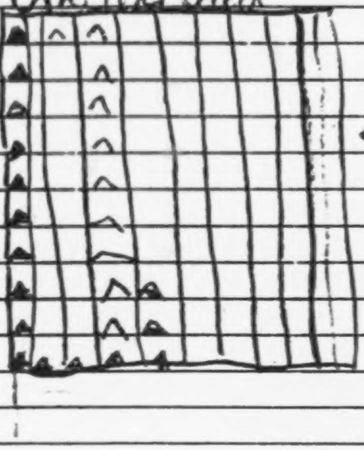
How many shaded triangles will be in the 10th arrangement?



I know the problem is asking me to to tell how many ~~s~~ shaded triangles will be in the 10th pattern.

I noticed the patterns or too help you. You just ~~multiply the~~ ~~X and X amo~~ the sides together

Unfinished



← Well theres one hundred shaded triangles

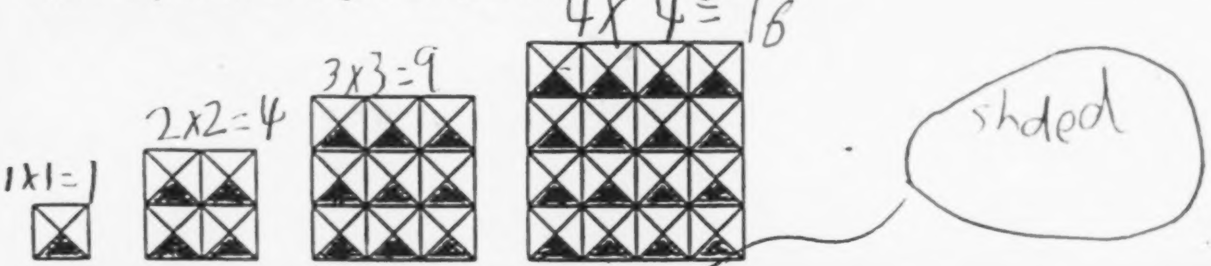
I checked my answer by

answer? found it

NAME: ME

RATER	P/E/N	CU	PS	C	V
	5	4	4	4	NE

How many shaded triangles will be in the 10th arrangement?



This prablam is asking my to find out haw meny triangels will he in the tenth scwar = 4 triangles = 9 trianlgles = 16 triang 1 triang

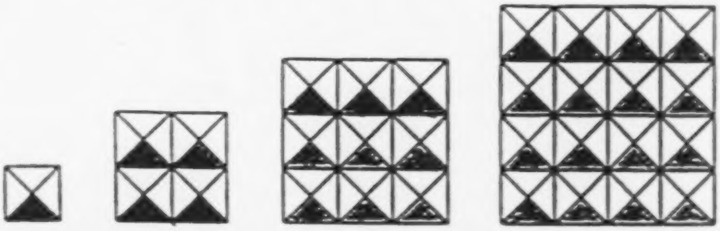
I looked at the given boxes 1X1 then 2X2 then 3X3 then 4X4 so it whod asel be 10X10 whith = 100 I figuer that it would he 10X10 because with the given boxes stating with one grow one hiyer and one longer every time

Ansor 100

NAME: Ac

RATER	P/E/N	CU	PS	C	V
	5	4	4	4	4

How many shaded triangles will be in the 10th arrangement?

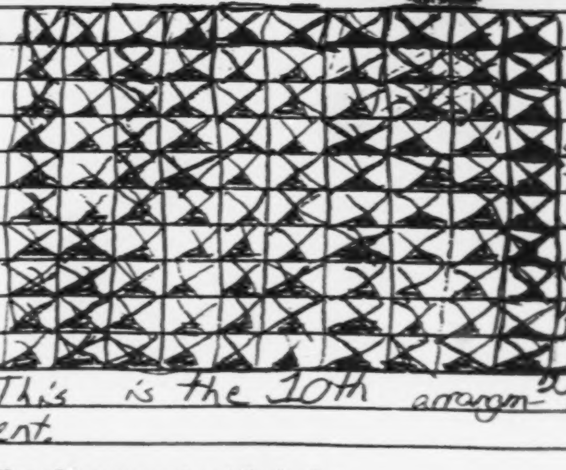


[redacted]

1. This problem is asking me to find out how many shaded triangles will be in the 10th square.

2. First, I looked at the squares and found out that with square one had on square per side, square two: two squares per side, three: thare squares per side. So I realized that each square number had the same amount of squares per side. I also realized that each square had 1 triangle. Then I took the information that I had. I put that together and found out that if I multiplied the square number by the number of squares per each side, I would get the total number of squares, or area. So, I multiplied 10 by 10 and got 100. Since there is 1 shaded triangle per square [redacted]

3.



There are 10 squares on each side, 1 triangle per square. If you multiply 10 by 10 and you get the area, 100.

This is the 10th arrangment.

4.

$$\begin{array}{r} 10 \\ 10\overline{)100} \\ 10 \\ 00 \end{array}$$

100÷10=10

1

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NAME: MO

4.

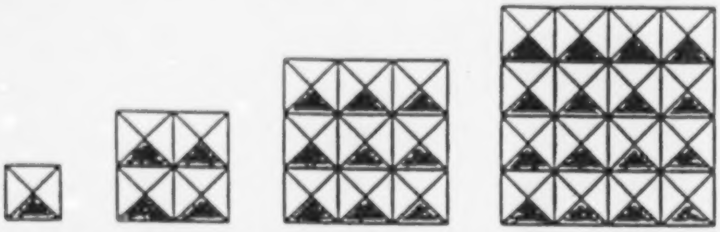
21

RATER	P/E/N	CU	PS	C	V
5.R1	5	5	4	4	3

0

4121

How many shaded triangles will be in the 10th arrangement?



Verifying

$$\begin{array}{r} 10 \\ \times\ 10 \\ \hline 100 \end{array}$$

This problem is asking me ~~how~~ many triangles will be shaded by the 10th Arrangement

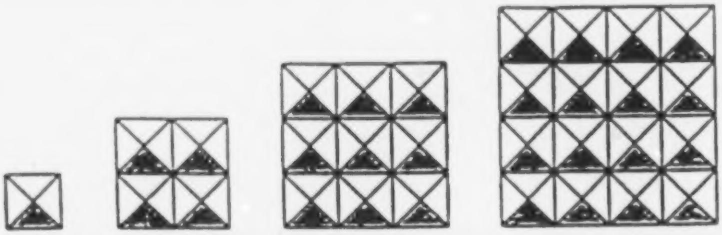
Numbed squre	1	2	3	4	5	6	7	8	9	10
imes it numbe	X	X	X	X	X	X	X	X	X	X
mbed squars	1	2	3	4	5	6	7	8	9	10
swal f the mes	1	4	9	16	25	36	42	64	81	100

I drew this chart to show that there is a pattern to this problem. Each squar is times by itself like 4x4=16 so you just times 10x10 and it eaqals 100.

NAME: OD ____________

RATER	P/E/N	CU	PS	C	V
	1	1	1	1	1

How many shaded triangles will be in the 10th arrangement?



1
2
3
✓ 16
✓
✓
15✓ 49
✓
19✓ 85
21

first I looked at the problem and found out that every Number is odd then added the odd numbers until I had up to ten and got 106 and checked them off as I went

1 1
2 3
3 5
16 4 7
5 9
6 11
49 7 13
8 15
9 17
85 10 19

1
+3
+5
+7
+9
+11
+13
+15
+17
+19

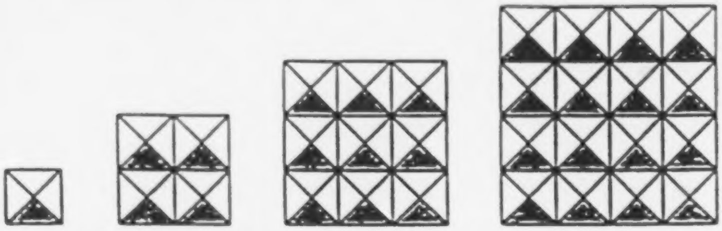
85

Answer 85

NAME: ED

RATER	P/E/N	CU	PS	C	V
	5	5	5	4	4

How many shaded triangles will be in the 10th arrangement?

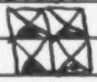


This problem is asking me to figure out how many triangles are going to be shaded on the tenth arrangment.

1st arrangment

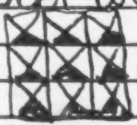
one triangle is shaded

2nd arrangmunt



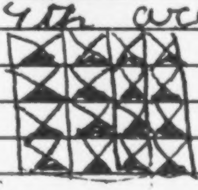
four triangles are shaded.

3rd arrangmunt



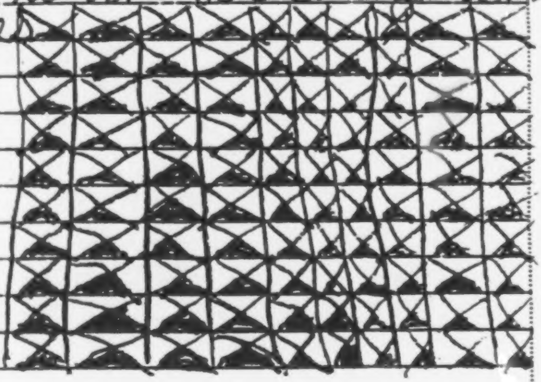
9 triangles are shaded.

4th arrangmunt



16 triangles are shaded.

The tenth arrangment has 100 tenth arrangment triangles



each arrangment to get the number of triangles you have to multiply it by the number and you get the answer.

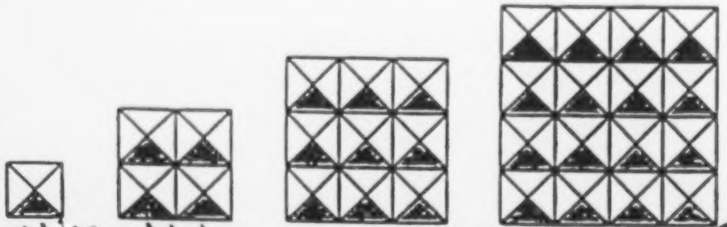
I verifyed this by multiplying each number by the number. Like for example on number 2 there is 4 triangles shaded because its # 2 another example #3 there are 9 triangles shaded because 3x3=9, and (2x2=4)(#2)

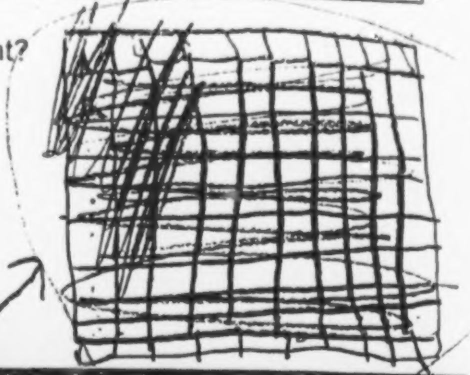
$4\overline{)21}$

NAME: BE

RATER	P/E/N	CU	PS	C	V
	5	4	4	5	4

How many shaded triangles will be in the 10th arrangement?

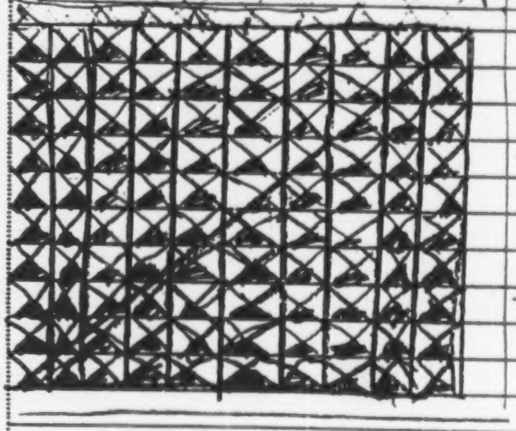


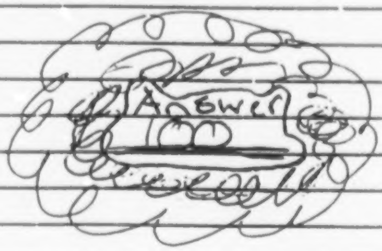


like this one

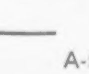
This problem is asking me to find out how many shaded blocks ar in the then one of these

I vill solve this problem by using a chart





C K

if you look ~~up~~ at the top it shows this there is two on the top and two on the bottom so i would be caled  a 2X2 make that 2X2 = 4 and 4 are filed in ~~[illegible]~~ back so do 10×10=100 so that is how I got my answer

Check

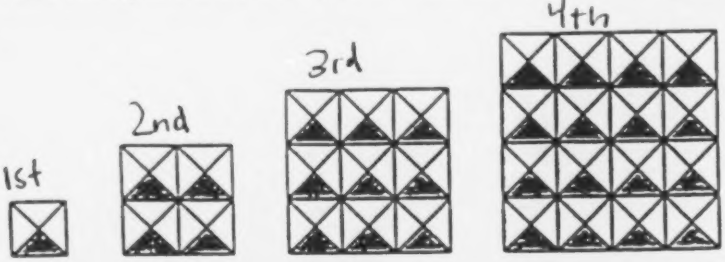
10 x 10 =100

by that I know that it is 100

NAME: GU

RATER	P/E/N	CU	PS	C	V
	5	4	4	4	3

How many shaded triangles will be in the 10th arrangement?



This problem is asking me to find out how many shaded triangle's there will be in the 10th arrangement.

5th arrangement = 25 shaded triangles

6th arrangement = 36 shaded triangles

7th arrangement = 49 shaded triangles

8th arrangement = 64 shaded triangles

9th arrangement = 81 shaded triangles

10th arrangement = 100 shaded triangles

Turn over for Check →

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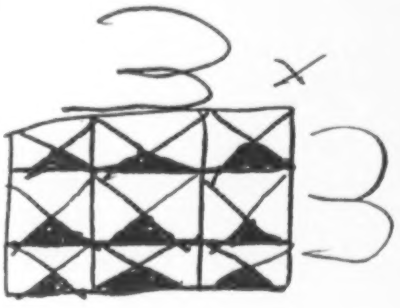
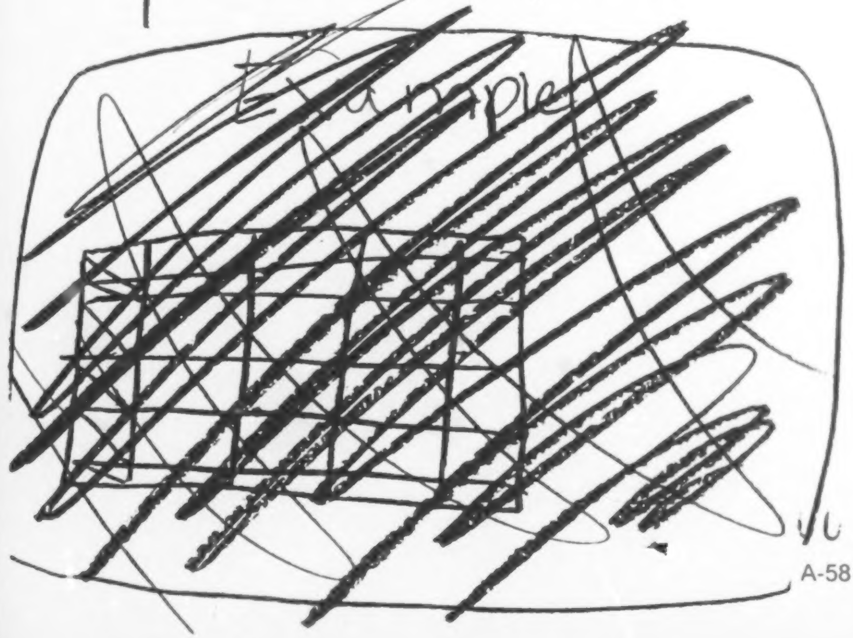
Check

I did the first square of triangle's drawing it. That didn't work By the time I got to square #6 there wasn't enough room. So I started over. On my new paper, I found a pattern almost right away. And that is that if you multiply how many squares there are in the top × how many squares on the side = how many triangles in that arrangement.

Example



= 9 triangle



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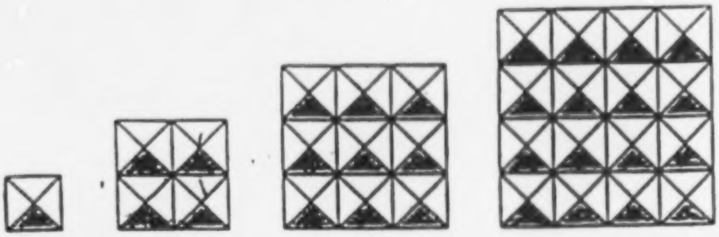
NAME: TE

RATER	P/E/N	CU	PS	C	V
	5	4	4	4	4

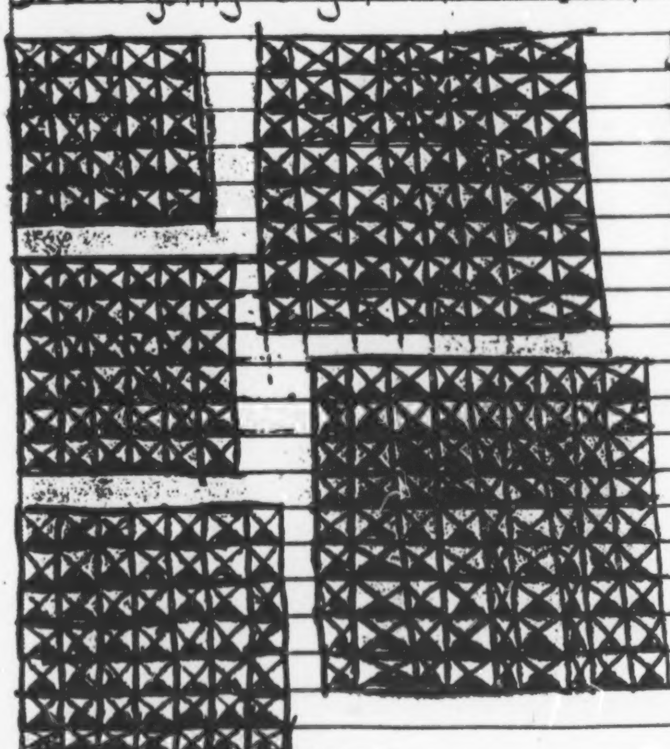
How many shaded triangles will be in the 10th arrangement?

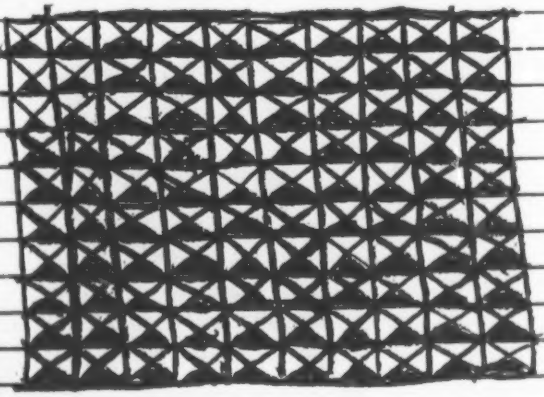


1. This problem is asking me to find out how many shaded triangles will be in the 10th arrangement.

I'm going to solve this problem by drawing the other six squares and find out how many triangles will be in the 10th arraggement.

1. I'm going to read the problem that I need to solve.
2. I'm going to do all the squares that I need.
3. I'm going to get the answer.





Answer

If you shaded the triangles to the 10th arrangement the answer will be 100 shaded triangles. →

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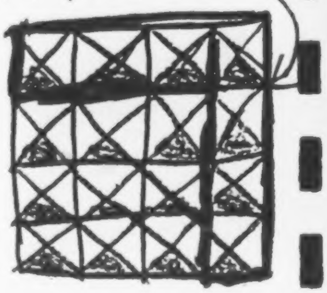
I got the answer [illegible] because I did all the sq[illegible] and I [illegible] one triangle of each square. There are more ways to get the answer right, for example, by multiplicating the area. (length and width) On the first shaded triangle there was one square. On the second there was four but on the third there was nine squares and I find that you can added by the numbers that are up or down and on the right or the left plus two. That's how I get the answer.



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Student	P/F/N	CU	PS	C	V		
AC	5	4	4	4	4		
BE	5	4	4	4	4		
BA	5	3	3	3	1		
ED	5	5	5	4	4		
GR	1	2	2	3	1		
GU	5	4	4	4	3		
KU	5	4	3	2	2		
ME	5	4	4	4	NE		
MY	5	4	4	3	2		
PA	1	2	2	2	1		
MO	5	5	4	4	3		
OD	1	1	1	1	1		
TE	5	4	4	4	4		
VA	5	4	5	4	1		
VR	1	2	2	2	1		
VU	5	4	4	3	1		
Average	4	3.5	3.4	3.2	2.1		
5's	12	2	2	0	0		
4's	0	9	8	7	4		
3's	0	1	2	4	2		
2's	0	3	3	3	2		
1's	4	1	1	1	7		

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MATHEMATICAL PROBLEM SOLVING

Conceptual Understanding
Students will:

- use pictures, models, diagrams, and symbols to show main mathematical concepts in the problem.
- select and use relevant information in the problem to solve it.

Communication
Students will:

- communicate the solution with clear reasoning applicable to the problem.

Processes and Strategies
Students will:

- select and use mathematical strategies. Apply graphic and/or numeric models to solve the problem.

Verification
Students will:

- review the work (calculations and strategies) to verify the accuracy and reasonableness of the results.

ALGEBRAIC RELATIONSHIPS

Expressions and Equations

Use variables and open sentences to express algebraic relationships.

- Emphasis is on simple, single-step relationships. Open sentences model single operations - addition, subtraction, multiplication, and division of whole numbers.

Representations of Mathematical Relationships

Represent and describe relationships among quantities using words, tables, graphs, and rules. Represent how a change in one quantity can result in a change in another. Recognize, create, describe, and extend a wide variety of numeric and geometric patterns.

Students will be asked to interpret:

- two-column tables.
- bar graphs.
- Cartesian graphs (first quadrant).
- number sentences.
- written descriptions of the relationship.

Students will:

- supply an element that is missing from a pattern.
- identify an element that does not belong in a pattern.
- choose a written description that explains how to generate the pattern in a single step.
- reproduce a pattern in another format.
- create a pattern that models an everyday event.
- communicate/write about mathematical relationships and patterning.

Patterns could be generated in a variety of ways:

- addition, subtraction, multiplication and division of whole numbers.
- addition of decimals to the hundredths.
- relationships between the numerator and denominator of a fraction using common multiples or factors.
- monetary relationships.
- arrangements of two-or tree dimensional geometric figures.
- relationships among component parts of geometric figures.
- write relationships using<,>,=.

OREGON STATE STANDARDS

	READING		MATHEMATICS	
Grade	Meets	Exceeds	Meets	Exceeds
2*	191	206	191	206
3	**201**	**215**	**202**	**215**
4*	208	223	209	223
5	**215**	**231**	**215**	**231**
6*	221	235	221	235
7*	226	237	226	237
8	**231**	**239**	**231**	**239**
9*	236	245	236	245
10	**239**	**249**	**239**	**249**

* *Computed for this grade by MEB*

1998 Oregon RIT-Score Averages by Grade

Grade	Reading	Mathematics
2	199.0	195.0
3	209.0	205.0
4	213.5	211.5
5	218.0	218.0
6	222.0	222.3
7	226.0	226.7
8	230.0	231.0
9	232.5	232.0
10	235.0	233.0
11	237.0	234.0
12	237.0	234.0

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Resources for Improving Reading Instruction

Elementary School

Adams, M.J. (1990). *Beginning to read: thinking and learning about print*. Cambridge, MA: MIT Press.

Allington, R.L., & Cunningham, P.M. (1996). *Schools that work: where all children read and write*. New York, NY: HarperCollins.

Brown, H., & Cambourne, B. (1990). *Read and retell: a strategy for the whole-language/natural learning classroom*. Portsmouth, NH: Heinemann.

Clay, M.M. (1972). *The early detection of reading difficulties: a diagnostic survey with recovery procedures*. Exeter, NH: Heinemann.

Clay, M.M. (1991). *Becoming literate: the construction of inner control*. Portsmouth, NH: Heinemann.

Clay, M.M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: good first teaching for all children*. Portsmouth, NH: Heinemann.

Gambrell, L.B. (1996). What research reveals about discussion. In L.B. Ganbrell & J.F. Almasi (Eds.). *Lively discussions! Fostering engaged reading*. Newark, DE: International Reading Association.

Juel, C. (1991). Beginning reading. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.). *Handbook of reading research, volume 2*. White Plains, NY: Longman.

Juel, C. (1994). *Learning to read and write in one elementary school*. New York, NY: Springer-Verlag.

Moustafa, M. (1997). *Beyond traditional phonics: research discoveries and reading instruction*. Portsmouth, NH: Heinemann.

Rhodes, L.K. (1993). *Literacy assessment: a handbook of instruments*. Portsmouth, NH: Heinemann.

Rhodes, L.K., & Dudley-Marling, C. (1996). *Readers and writers with a difference: a holistic approach to teaching struggling readers and writers* (2nd ed.). Portsmouth, NH: Heinemann.

Routman, R. (1991). *Invitations: changing as teachers and learners k-12*. Portsmouth, NH: Heinemann.

Routman, R. (1996). *Literacy at the crossroads: crucial talk about reading, writing, and other teaching dilemmas*. Portsmouth, NH: Heinemann.

Middle and High School

Afflerbach, P.P., & Johnston, P.H. (1986). What do expert readers do when the main idea is not explicit? In J.F. Baumann, (Ed.), *Teaching main idea comprehension*. Newark, DE: International Reading Association.

Allen, J. (1995). *It's never too late: leading adolescents to lifelong literacy*. Portsmouth, NH: Heinemann.

Allen, J., & Gonzalez, K. (1998). *There's room for me here: literacy workshop in the middle school*. York, ME: Stenhouse.

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